



2013/2014 Progress Report

Presented to Beaverton School District

April 29, 2014

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Summary of Achievement of Hope Chinese Charter School Students

Assessment information is attached in Appendix A.

Assessment Tools

HCCS uses a variety of different assessments to track our students' progress on a weekly, trimester and annual basis. See Appendix A for a graph of student progress as measured in September, December, and March. 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
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
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Assesses English reading fluency and comprehension	Tracks students' progress throughout the year and assists teachers in determining students requiring further intervention.	Beginning, middle and end of the year
Development Reading Assessments (DRAs)	Assesses English reading fluency and comprehension.	Informs teacher and student of appropriate reading level for guided reading groups and student's self-selection. It also informs teacher of strategies used, and tracks progress throughout the year.	Beginning, middle and end of the year

English 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 2013/2014 school year

HCCS' fiscal calendar runs from July 1 to June 30. The profit and loss attached to this report are from July 1 to March 31 which covers three quarters. The balance sheet is as March 31. We have contracted with Pauly Rogers and Co. PC to audit our financial records for the year ended June 30, 2014.

We have extended our fundraising efforts this year to include more fundraising activities throughout the year. Our annual giving campaign between Thanksgiving and Christmas raised approximately \$11,000. Our annual fundraising auction dinner was held in the beginning of March. We raised \$73,000 of which \$34,000 were pledges from families and friends. We will have our final fundraiser, an art auction at the Lan Su Gardens in June to thank our donors for their donations as well as to auction off our students' artwork.

In accordance with ODE requirements, the accounting system was set up using the ODE approved general ledger accounts. 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 96 students enrolled during the first week of school. Three students receive free lunches and 2 students receive reduced lunches.

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 are either under budget or in line with budget.

Please see appendix B for detailed financial statements.

Summary of 2013/2014 Classes and Enrollment

This was HCCS's second year of operation. We had a kindergarten class , 2 first grade classes, and a second grade class. Second grade had 23 students, the first grade classes each had 24 students, and our kindergarten class had 25 students at the beginning of the year. 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.

Projected ADMw's for 2013/2014 school year

Synergy has been updated for all information up to March 31. The projected ADMw is estimated to be 88.58 broken down by:

ADMr:	$82.96 \times 1.00 = 82.96$
ESL Students:	$7.00 \times 0.50 = 3.50$
Students in poverty:	$8.51 \times 0.25 = \underline{2.13}$
Total	88.53

Current Enrollment at Hope Chinese Charter School

As of the end of the 2013/2014 school year, we anticipate we will have 94 students: 23 2nd graders, 48 1st graders, 23 kindergarteners.

Of those students, the following is the students' ethnicity:

- White students: 35%
- Black or African American students: 1%
- Asian students: 35%
- American Native students: 1%
- Hispanic students: 7%
- Students of 2 or more races: 21%

At the start of the year, 18% of the students were new to the Chinese language. In addition, 8% of the students required ELL instruction.

In addition, 5% of our students meet the criteria for free or reduced lunch.

Update of wait lists

For the upcoming 2014/2015 school year, we currently have a wait list of 33 students: 22 for kindergarten, 9 for first grade, and 2 for 2nd grade. We achieved this wait list with no paid advertising and only one information night.

Summary of Classes for 2014/2015

For 2014/2015, HCCS will have 1 kindergarten class, 1 first grade class, 2 second grade classes, and 1 third grade class. We expect an enrollment of 120 students.

Summary of 2013/2014 Curriculum and Programs

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.

- **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 won a literacy grant from Target and have been using the proceeds from the grant to build our library.
- **Math** - Singapore Math curriculum 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.
- **Art/Music** - Both English and Chinese teachers integrate art and music with lessons related to the cultural and language arts.
- **Special Programs** -
 - Artist in Residence- We were the recipient of a grant from North West Fibers that gave us an artist in residence for 6 weeks that taught the students multi-cultural music and dance.
 - Field Trips - Each class also went on a field trip this year as it related to their studies. Students visited Franz Bakery, Lee Farms, and will be going to the Oregon Garden. In addition, all of our students attended a musical at the Northwest Children’s Theater.
 - Performances - Our students also participate in 3 performances. 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.
 - Personal Project Fair - Students will also participate in our Personal Project Fair again this year where each child selects a topic to research and then with family support, creates a display to present to classmates and the school on fair night.
 - Sister School - This year we were able to establish a Sister School Relationship with Xinsu Normal School of Jiangsu in Suzhou, China. We have a post card exchange with the students and a webpage set up to communicate what is happening in our school and view what they are doing.

Summary of 2013/2014 Staff Training

As provided in the table below, our teachers and staff had the opportunity to attend various training courses and conferences during the 2013-2014 academic year totalling over 270 combined hours. We plan on continuing to invest in teacher training for the 2014/2015 academic year.

Positive Behavior Intervention and Support

Our PBIS team, which includes all of the teachers and administration, met in August with Chris Borgmeier, associate professor, in the Special Education Department at Portland State University and vice-president of the Northwest PBIS Network. The team reviewed expectations

for all school settings, and focused on how to set expectations and procedures for in the classroom. The team trained students during the first week of the year on the school expectations. Mr. Borgmeier also provided PBIS training to parents of students at HCCS to extend the PBIS teachings into the home setting. HCCS is currently using the Tier 1 Level of Primary Prevention, Tier 2 Level of Secondary Prevention, and Tier 3 intervention.

Additional Training

Additional training is as follows:

Training	Date	Staff Attending	Hours	Purpose
Chinese Immersion Training – conducted by Shen Yin, lead teacher at Woodstock Elementary and Confucius Institute, PSU , Better Chinese Instruction Strategies webinar	August, December, 2013, April 2014	All Chinese Teachers	22 hours	To train teachers in language immersion techniques and teaching strategies
Synergy – conducted by BSD	August, 2013 & continuous	Teachers, Admin and principal	1 hour initially, + 1 hour bi-monthly	To train school administration and teachers on the use of Synergy
PBIS – conducted by Chris Borgmeier	August, 2013 + continuous February, 2014	All teachers & Administration Julie Rickman	6 hours + 1 hour quarterly Plus monthly discussions within staff	To train teachers on the school-wide behavioral procedures, guidelines and to support teachers as the school year progresses to

			8 hour NW PBIS Conference	ensure consistency in practice
Singapore Math- Conducted by Cassandra Turner	August, 2012	All teachers	16 hours	To ensure that teachers are instructed in teaching Singapore Math methods
Story Town Templates- Conducted by Toni Fisher	August, 2013	3 English Teachers	7 hours	To train teachers to use a phonics training system with the Story Town curriculum
RTI Instruction – conducted by Dave Putnam	August, 2013, October, 2014	Julie Rickman and All teachers	2 hours	To train teachers on the RTI process
ESL Training and Testing – conducted by BSD	November, 2013	Emily Smith (ELL Teacher)	8 hours	To train ESL teacher on unpacking ELP standards for ESL students
Kindergarten Assessment - conducted by ODE	August, 2013	Tiffany Anderson	4 hours	To train teacher to give the state-wide assessment
Classroom Management - Conducted by, Heather Forbes, PD360 - Rick Smith	September, 2013 and ongoing	4 Teachers with on-line classes, 2 teachers at 1 day seminar, All staff with PD360 videos	36 hours Ongoing monthly training with videos	To train teachers and provide strategies for classroom management
Teacher Source - conducted by Todd Frimoth, BSD	November, 2013	All teachers	1 hour	To assist teachers in using the online teacher resources through BSD

Chinese Assessment - conducted by CAL - Center for Applied Linguistics	April, 2014	Jenny Lin, Yuri Liu	20 hours	To train teachers on to give the Chinese Language Speaking Assessment ELLOPA
Administrator Training - Initial Administrator License Program, PSU COSA Conference BSD Elementary School Principals Meetings, Equity Seminar	June 2013 - June 2014 December, 2013 Monthly	Julie Rickman	28 Graduate Credit Hours 16 hours 3-4 hours monthly	To train the administrator is all aspects of equitable and ethical leadership. To train administrator in school law. Keep Administrator informed of District priorities and training
ODE Charter Training – conducted by ODE, and LOCS	May, August 2012	Julie Rickman, 2 Board Members, 2 teachers	17 hours	To train administrator and board in policy and procedures for operating a Charter School. To provide resources for Charter School teachers
Principal Mentorship – conducted by Patti Book	Continuous on a bi-weekly basis	Julie Rickman	40 hours	To mentor the principal on various administrative functions such as evaluating teachers for active engagement, training of staff

First Aid/CPR – conducted by Scott Taube, TVFD	August, 2013	5 staff members that needed recertification	4 hours	To ensure teachers and staff were properly trained on First Aid and CPR
Safety – Conducted by on-line resources	August, 2013	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 bloodborne pathogens

English Language Arts Training - Conducted by Anita Archer	September, 2013	Mindy Peterson	3.5 hours	Training teachers about Common Core Curriculum Standards and non-fiction reading
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Progress on Goals for Improvement for 2013/2014 School Year and Beyond

The goals listed below were established last year with input from our teachers and Principal. Progress toward these goals have been the ongoing focus with the ultimate goal of continuous growth in student achievement.

1. Staff Training and mentorship for improved student engagement - our principal will lay out a plan for staff development for the year this summer. Our principal has also registered for a class in Educational Leadership for this summer as well as applying to PSU for the Initial Administrator License Program. The plan that for the year will include:
 - a. Lesson planning
 - b. Classroom management
 - c. Knowledge about rigorous tasks
 - d. Learning and teaching each other about engaging strategies

Progress - A Staff Development Plan was laid out for the year to include use of all budget reduction days and weekly staff meetings. 1 meeting a month was designated for Grade level Team meetings where English and Chinese teachers met to create their curriculum map. 1

meeting a month was also designated for Data Team meetings, where all Chinese teachers met to focus on progress in CLA and English teachers met to focus on ELA. Another staff meeting focused on learning teaching strategies for engagement and classroom management. Julie Rickman has also been an intern in the Education Leadership Program at PSU and expected to be a licensed administrator in June.

2. Response to Intervention – we would like to use RTI to help teachers understand how to document progress and change for students at both ends of the spectrum of learning.

These include:

- a. Purchasing materials and participating in training for systematic instruction and support for English Language Arts, Math, and Chinese Language Arts
- b. Adjusting learning schedule to allow staff to pull small groups for added instruction or provide tutoring at no cost to parents
- c. Homework support through on-line resources

Progress - For ELA, we purchased Phonics for Reading and have been using those materials in the classroom for small group instruction for the students that needed it. With CLA and math, teachers were able to provide more one-on-one support and small group support with the help of an aide in the classroom. We provided free homework club 2 times a week for any student to help with Chinese and our after care students also receive homework support. We also made available to parents a “Chinese Writer” program that helps them identify characters and assist their child with homework.

3. Developing objective assessments in Chinese Language Arts and Kindergarten Math.

Progress - This year we have 2 teachers that are training to give the ELLOPA test in a few weeks. This proficiency test will measure student’s Chinese speaking ability. Singapore Math does not have kindergarten assessments, so we have continued to rely on unit tests.

We truly appreciate parent involvement and actively seek their feedback. Board members and staff participated in and provided 1 information session to prospective parents and 2 school nights to inform parents of ongoing developments, challenges and successes. To track and measure topics and progress over time, HCCS sent a survey to teachers in February and will send a survey in May to parents. Data from the surveys will be analyzed and reviewed.

As we prepare for 2014/15 and beyond, we have completed our preliminary strategic plan for HCCS. Our approach was to set a long-term future vision for our school by establishing aspirational vision statements for five key areas: Student Success, Governance, Staff Excellence, Financial Stability, and Community & Culture.

Our Approach



Next, we identified short-and medium-term goals that will bring us closer to our vision. This serves as our starting point. We are currently in the process of sharing our initial vision and goals with the HCCS community and integrate their feedback. After we are aligned, the board, administration, committees, and PTO will work together to identify specific action plans and success measures in support of the vision and goals.

Summary of Staff and Qualifications

This section provides 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' private programs.

We have 2 administrators:

- Julie Rickman, Principal
- Marcella Baldwin, Administrative Assistant

We have 6 teachers:

- Jeannine Rafferty, Kindergarten English Teacher
- Mindy Peterson, 1st grade English Teacher
- Huiqiong Su, First grade Chinese Teacher
- Emily Smith, 2nd grade English Teacher, ELL Teacher
- Yuri Liu, 1st grade Chinese Teacher and Chinese Curriculum Coordinator
- Jenny Lin, 2nd grade Chinese Teacher, and Chinese Program Developer

The details are as follows:

Name: Julie Rickman

Position: Principal

Description of Duties:

Principal responsibilities: Responsible for administration of school programs, curriculum implementations and development, staff supervision, and leadership.

Date of Initial criminal background investigation: September 22, 2000

Date of initial licenses: August 2, 2004

License/Endorsements/Certifications: Charter Administrator Registry, Initial Administrator License expected June, 2014, Continuing Teaching License, Multiple Subjects Elementary

Qualifications:

Julie Rickman has worked in the field of education for 26 years in public and private schools, teaching students from 4 to 14 years old. She has a Bachelor's Degree in elementary education/science and math and a Master's Degree in curriculum and instruction with a focus on literacy. Julie has previously opened and directed an early childhood center. Julie has taught English in Chinese Immersion settings for 2 years. She is currently working toward her Initial Administrator's License.

Name: Marcella Baldwin

Position: Administrative Assistant

Degrees: Bachelor of Arts

Description of Duties:

Assist the Principal with day-to-day, non-instructional responsibilities including clerical functions, financial operations, purchasing, accounting and audit, facilities management, equipment and payroll.

Date of Initial criminal background investigation: September 10, 2012

Date of initial licenses: NA

Endorsements/ Certifications: Trained in Synergy/BSD, First Aid/CPR, Food Handler Card

Qualifications:

Marcella recently returned from to the U.S. from Korea where she had been teaching English to elementary school students for the past three years. Before that she worked as an administrative assistant at the American Red Cross in their International Department in Washington DC. As an undergraduate she studied sociology, international studies, and psychology. She loves to travel and explore different cultures and languages.

Name: Huiqiong Su

Position: 1st grade teacher

Description of Duties: Responsible for planning, teaching, managing, and assessing students in 1st grade in the subjects of Chinese Language Art, Math, Science, and Social Studies. She is also responsible for reporting and communicating with parents and administration.

Date of Initial criminal background investigation: August 9, 2012

Date of initial licenses: NA

License/Endorsements/Certifications: Charter teacher registry.

Qualifications: First Aid/CPR

Huiqiong Su has 7 years of teaching experience in both the US and China. In her last position, she taught students at multiple grade levels at a Portland-area Chinese immersion elementary school. Included in her responsibilities was teaching 3rd grade mathematics using only Chinese language, and ensuring all her students passed Oregon's standardized OAKS testing. Huiqiong Su brings to HCCS a special skill in music and dance. She has a BA in musical education from Xiamen University in China, where she majored in piano. She also has received extensive training in singing and choreography, and has previously taught music and dance to Chinese immersion students. Huiqiong Su holds a diploma of Childhood Education from Quanzhou Overseas Vocational School in China.

Name: Emily Smith

Position: 2nd Grade English Teacher/ ELL teacher/Lunch Room Manager

Description of Duties: Responsible for planning, teaching, managing, and assessing the 2nd Grade class and ESL students for the school. She is also responsible for reporting and communicating with parents and administration for ELL. Emily also manages our school lunch

program by coordinating with vendors and parent volunteers. She manages the lunch room by setting expectations for behavior and supervising all the children during their lunch period.

Date of Initial criminal background investigation: July 13, 2008

Date of initial licenses: January 4, 2012

License/Endorsements/Certifications: Initial I Teaching, Special Education and Multiple Subjects, Food Handler Card, ELL endorsement, First Aid/CPR

Qualifications:

Emily graduated Cum Laude from Towson University with an integrated Special Education/General Education degree. She is certified by the Oregon Teacher Standards and Practices Commission (TSPC) as a Special Education/ Elementary Education teacher K-8. This past summer she completed her English as Second Language (ESL) endorsement and Master's degree in Education from Pacific University. She has 6 years of teaching experience with a diverse range of students from Pre-K to 6th grade. Mrs. Smith has previously taught in diverse settings including a Title I school where over half of her students were second language learners and as an elementary behavior classroom teacher for students with IEPs for behavior. She has also assisted in developing an elementary charter school in Oregon, the Molalla River Academy, where she taught a blended 2nd/3rd grade classroom.

Name: Mindy Peterson

Position: 1st Grade English teacher

Description of Duties:

Responsible for planning, teaching, managing, and assessing students in kindergarten in the subjects of English Language Arts, health, and Social Studies. Also responsible for reporting and communicating with parents and administration.

Date of Initiation of Criminal Background check: on file with BSD

License/Endorsements/Certifications: Initial 2, license #10423023, Early Childhood/Elementary: English for Speakers of Other Languages, Early Childhood, Elementary: Multiple Subjects Self-Contained, First Aid/CPR

Degree: Master's Degree in Education with ESOL Endorsement, Bachelor's Degree in English Literature

Qualifications: Mindy has 6 years of experience teaching elementary aged students from pre-kindergarten to 6th grade. In addition, she has also taught ESL students in elementary

school. She is experienced in PBIS, has conducted formal and informal English assessment of students, administered and graded state writing assessments. She also has experience teaching in Korea where she created a kindergarten writing curriculum.

Name: Jeannine Rafferty

Position: Kindergarten English teacher

Description of Duties:

Responsible for planning, teaching, managing, and assessing students in kindergarten in the subjects of English Language Arts, health, and Social Studies. Also responsible for reporting and communicating with parents and administration.

Date of Initiation of Criminal Background check: on file with BSD

License/Endorsements/Certifications: Elementary and Art Education , k-12 , ECE/ELE, Initial 1 Teaching License with Art an endorsement, First Aid/CPR.

Degree: Bachelor of Science in Art Education.

Qualifications: Jeannine has 5 years of experience teaching kindergarten.

Name: Yuzhen (Jenny) Lin

Position: 2nd grade teacher

Description of Duties:

Responsible for planning, teaching, managing, and assessing students in 2nd grade in the subjects of Chinese Language Art, Math, Science, and Social Studies. She is also responsible for reporting and communicating with parents and administration.

Date of Initiation of Criminal Background check: on file with BSD

License/Endorsements/Certifications: BA in Chinese Language and Literature. Registered with TSPC, First Aid/CPR.

Qualifications: Jenny has 5 years of experience teaching Chinese at the International School. She also has experience designing written and oral tests. She has taught Chinese since 1996. She also taught for 5 years at The International School where she led instruction in Chinese language arts, math, science, social studies and IB studies.

Name: Yuan Liu (Yuri)

Position: 1st grade teacher and Chinese Curriculum Coordinator

Description of Duties:

Responsible for planning, teaching, managing, and assessing students in 1st grade in the subjects of Chinese Language Arts, Culture, Math, Science, and PE. She is also responsible for reporting and communicating with parents and administration. Leads assessments and curriculum development for Chinese Language Arts and coordinates the Sister School program and after school homework club.

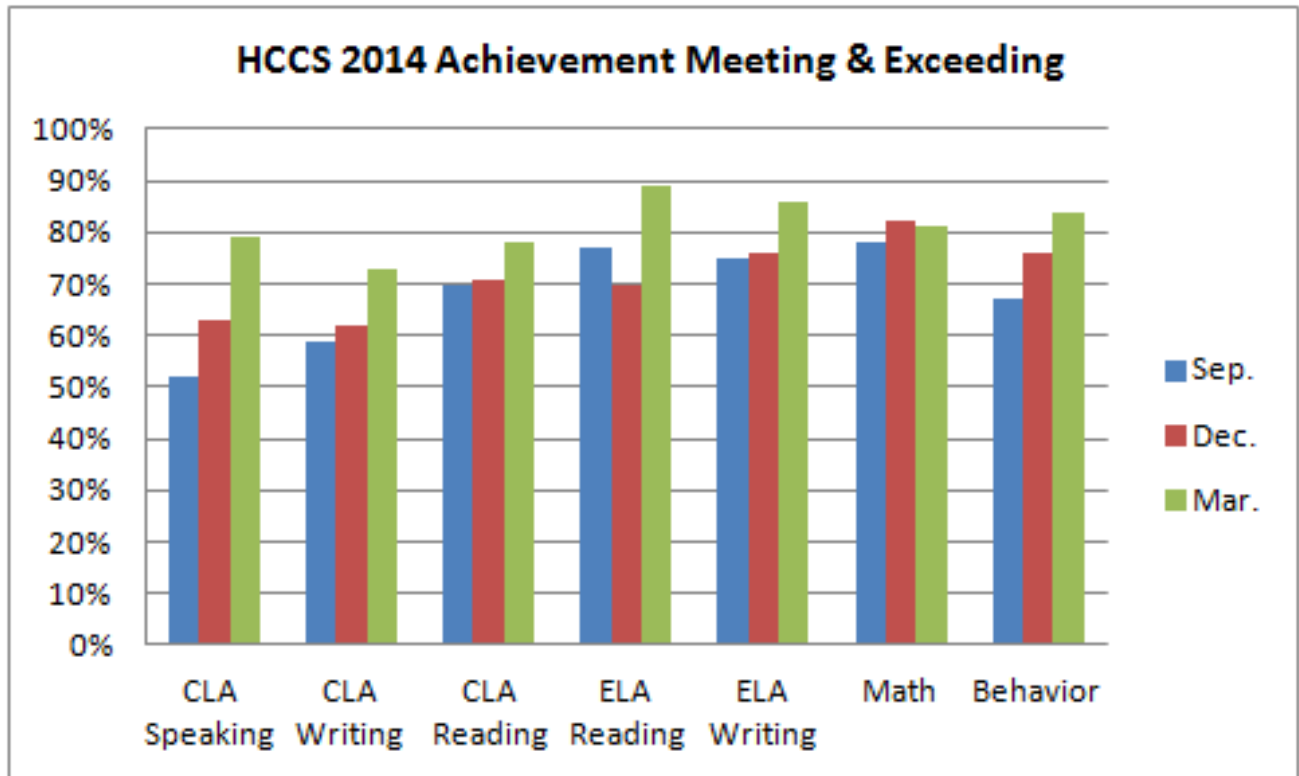
Date of Initiation of Criminal Background check: on file with BSD

License/Endorsements/Certifications: MS in educational Methodology, Policy and Leadership. MA in Language Teaching Specialization. Registered with TSPC.

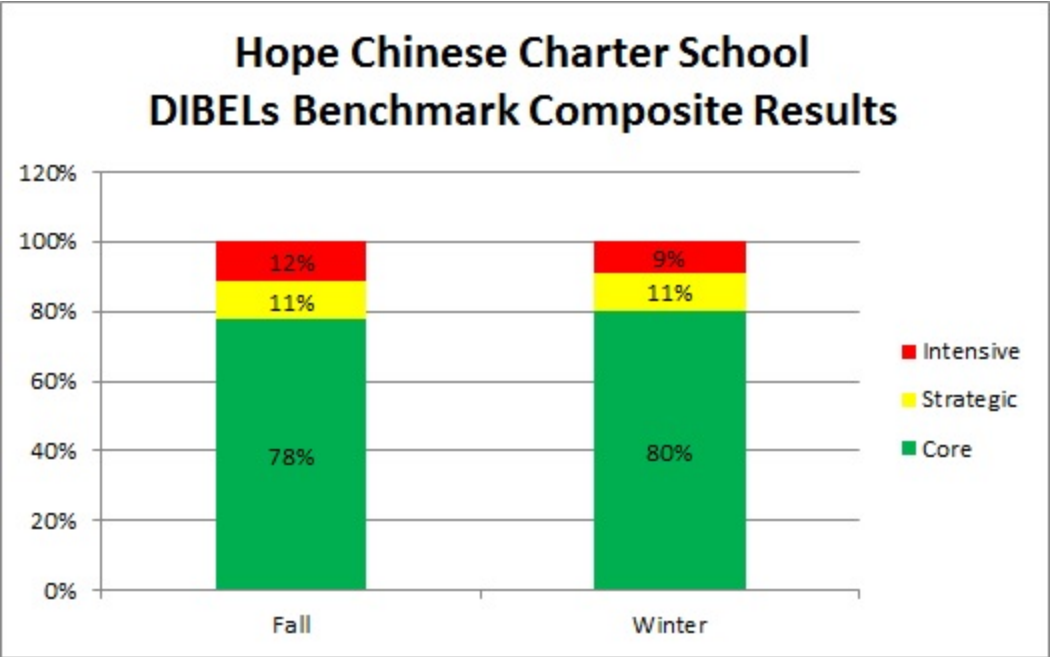
Qualifications: Yuri has taught in a few American schools in the past three years. She taught 1st grade and 5th grade Chinese classes at a Chinese immersion school in San Francisco for a year.

Appendix A

The following graph shows the assessments performed up to the end of the 2nd trimester for all classes in core subject areas and behavior. The graph depicts all students who are meeting or exceeding expectations as defined in each area for that subject.



The following charts show a comparison of the 2 benchmark assessments taken using DIBELS in each of the trimesters and the percentages of students at each level.



Appendix B

Hope Chinese Charter School	
Balance Sheet	
As of March 31, 2014	
	Total
ASSETS	
Current Assets	
Bank Accounts	
101 USNB- Ck	50,581.13
104 Paypal Account	5,745.73
105 OnPoint Checking	427,868.07
106 OnPoint Savings	5.00
107 OnPoint Preschool Checking	104,200.48
110 Preschool petty cash	0.00
Total Bank Accounts	\$588,400.41
Total Current Assets	\$588,400.41
Other Assets	
191 Deposits - HCCS	5,325.79
390 Payroll Suspense	(64.58)
Total Other Assets	\$ 5,261.21
TOTAL ASSETS	\$593,661.62
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
471 Payroll Liabilities	7,117.67
472 PERS Payable	22,083.89
481 Prepaid Kindergarten	22,243.75
482 Prepaid Preschool	14,875.01
483 Prepaid Summer Camp	0.00
484 Prepaid supply fee	8,114.80
Total Other Current Liabilities	\$ 74,435.12
Total Current Liabilities	\$ 74,435.12
Total Liabilities	\$ 74,435.12
Equity	
3010 Unrestrict (retained earnings)	221,535.73
Net Income	297,690.77
Total Equity	\$519,226.50
TOTAL LIABILITIES AND EQUITY	\$593,661.62

Hope Chinese Charter School

Profit and Loss

July 2013 - March 2014

	Total
Income	
1510 Interest and Dividends Income	146.80
1620 Food Services - non reimbursable	24,340.80
1700 Extracurricular Activities Rev.	231,740.49
1920 Contributions Income	157,045.12
3101 SSF - General Support	344,296.00
Non Profit Income	0.00
Total Income	\$757,569.21
Gross Profit	\$757,569.21
Expenses	
1111000 Primary (K-3)	202,108.22
1113000 Elementary Extracurricular	94,611.21
2240000 Instruct Staff Development	5,527.64
2300000 General Administration	7,309.04
2400000 School Admin	72,313.73
2500000 Support Services	511.79
2540000 Bus-Operation/Maint Plant	58,830.22
2660000 Technology Services	689.83
3120000 Nutrition Costs	17,976.76
Total Expenses	\$459,878.44
Net Operating Income	\$297,690.77
Net Income	\$297,690.77