



2016-17 September Year End Report

Presented to Beaverton School District

September 25, 2017

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Introduction and Reflection

The 2016-17 school year was the first year in our new location at 104th Ave. We were able to occupy Phase I of the building which included 8 classrooms and a large cafeteria. Because Phase II was delayed, we had to make a classroom in part of the cafeteria as well and do without a computer lab. Nevertheless, we are grateful to be in the new location and the main thing is that our students continued to maintain high achievement levels!

Besides feeling like we're really developing as a school because we have our own building, we are being recognized locally and nationally among the Chinese language learning community. We received a \$100,000 StarTalk grant for the second time to conduct teacher training and a summer Chinese Language program that was free and open to students outside our area. Two of our teachers presented at the National Chinese Language Conference again where they were greeted upon check in with, "Oh, you're from Hope? We hear good things about that school."

Our students have also represented us well in their travels, performances, and competitions. In January, we hosted our first group of students from Suzhou, China. Then in March, 17 of our 5th graders went to Suzhou for a milestone learning experience and homestay with the same sister school families. Locally, our students were invited to perform at Washington Square Mall and the Confucius Institute at Portland State University around Chinese New Year. Our students also participated in math and chess competitions where they excelled.

Even with all of the positives from the 2016-17 school year, there is always room for improvement and growth. We were thrilled to be able to hire 3 fully licensed Chinese teachers for the 2017-18 school year because of the relationship we've been building with George Fox, but it remains a challenge to keep good English teachers. Even though we're paying 93% of scale, they move on to the district schools. We also lost nine of our 5th graders, TAG students, to private schools, International School of Beaverton, and Summa programs in the district middle schools. This year we are building our playground and by 2018 we should have Phase III of our building ready to be able to work toward a full K-8 program by 2019.

Summary of Achievement of Hope Chinese Charter School Students

Achievement results from the 2016-17 school year are attached in Appendix A. While all of our scores may not have achieved our own goals set in the School Improvement Plan, they are still high scores, especially in comparison to other schools in the district and state.

We assessed our student's Mandarin speaking and listening skills with the Student Oral Proficiency Assessment (SOPA) and the Early Language Listening Oral Proficiency Assessment (ELLOPA). To verify our results, we sent videos of our 5th grade students to the Center for Applied Linguistics to verify the assessment to make sure we were accurately assessing proficiency. Please see scores in Appendix A.

The SOPA and The ELLOPA are the Standardized Oral Proficiency tests, developed by the Center for Applied Linguistics for young language learners in kindergarten through eighth grade.

They are designed to help language learners watch their progress in their individual foreign language learning process. The rating scale is based on the ACTFL Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL) (1999).

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

Assessment Tools

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

Assessment	Purpose	Use	Frequency
Chinese Language Reading Assessments	Assesses Chinese reading fluency and comprehension	Informs teacher of characters mastered and tracks progress throughout the year.	Beginning, middle and end of the year
Early Language Listening and Oral Proficiency Assessment (ELLOPA) Student Oral Proficiency Assessment (SOPA)	Assesses students' level of oral proficiency with Chinese language	Tracks students' progress from year to year	End of the year summative assessment
Chinese Language Writing Assessments	Assesses Chinese character writing ability and understanding	Informs teacher of characters mastered and tracks progress throughout the year.	Beginning, middle and end of the year
HSK - Chinese Language Reading and Writing Assessment	Assesses students' level of proficiency with written Chinese language	Tracks students' progress from year to year. This is a voluntary test that parents have to take their child to PSU's Confucius Institute for the examination.	End of the year summative assessment
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Assesses English reading fluency and comprehension	Tracks students' progress throughout the year and assists teachers in determining students requiring further intervention.	Beginning, middle and end of the year
Development Reading Assessments (DRAs) and Qualitative Reading Inventory (QRI)	Assesses English reading fluency and comprehension.	Informs teacher and student of appropriate reading level for guided reading groups and student's self-selection. It also informs teacher of strategies used, and tracks progress throughout the year.	Beginning, middle and end of the year

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

Financial Update for the 2016-17 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, 2017. As of September 15th, our audit has not yet been completed. Please note that the figures below are preliminary pending completion of the audit.

We have persisted in our fundraising efforts. Our fundraising efforts have raised \$336,000 for the year. Our fee-based programs benefit the community and the school in providing before/after care, preschool, and summer school. The combined programs raised an additional \$253,000.

We applied for and received a grant from Startalk for a 5 week summer program featuring 3 classes of students and a teacher's education program. The total grant was valued at \$100,000. In addition, our annual grant with the Confucius Institute provided Chinese teachers to the school and \$10,000 per year.

Through the good works of our volunteers and the HCCS board, we were able to achieve full enrollment of 26 students in all but 4th and 5th grades resulting in a total of 194 students enrolled during the first week of school.

We have moved into the new site as of June 20, 2016. The larger space will accommodate the needs of our growing school. The square footage of the building will grow next year as construction is

completed. Construction costs continue to add up. Through June 30, 2017, the school has spent almost \$200,000 towards getting the classrooms ready for students.

We attempt to be financially conservative, spending only when necessary. However, it was necessary to increase our staff salaries to competitive rates. This ensures that we keep staff that align with our goals and our mission. Total expenses were over \$1,800,000, or \$33,000 under budget.

Summary of the 2016-17 Classes, Enrollment and Retention

For the 2016-17 school year, we only had 1 kindergarten class because Phase II of our building was not ready, We started the year with 194 students, 8 left during the school year and 5 new students came in. Of the 8, 6 students moved out of district, 1 had been admitted into our kindergarten under probation and moved down to our Tiny Dragons Preschool which was more developmentally appropriate. 1 student moved in district to receive more English instruction. 41 students were from out of district and 153 were in district.

2016-17 Enrollment

Grade	2016-17 Enrollment as of 09/06/2016	2016-17 Waitlist as of 09/06/2016	2016-17 Enrollment as of June, 2017
Kindergarten	26	35	26
1st grade	52	6	52
2nd grade	26	14	25
3rd grade	26	7	26
4th grade	39	4	36
5th grade	25	0	26
Total	194	129	191

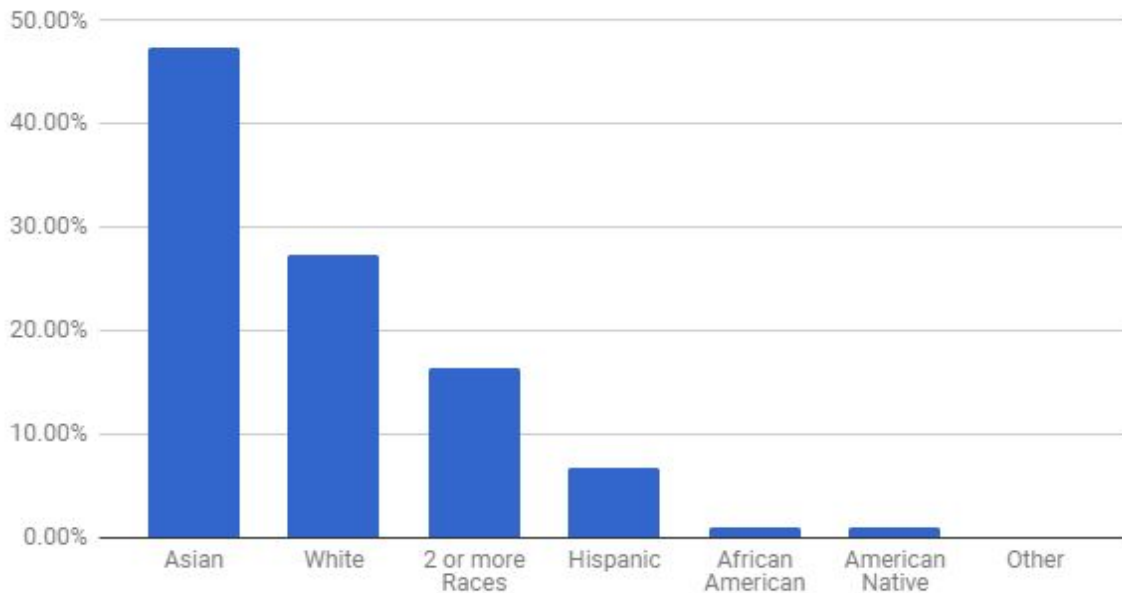
Over the summer we had 16 students not return. 4 moved out of state, 6 chose private school or homeschool, 6 transferred in district. All 6 were 5th grade TAG students. 4 went to ISB and 2 went to Summa programs in their BSD middle school. This was a 23% loss just from our 5th grade class. So, we had a 90% retention rate overall from the 2016-17 school year including the students that did not return after the summer.

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

- Chinese Parents - One or both speak Mandarin or another dialect at home and want to support their child's native language learning in an environment with other native speakers.

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

2016/2017 Diversity Demographics



HCCS Demographics Cont.		
	Number of Students	Percentage of Students
ELD Instruction	13	7%
Students on IEP's	10	5%
Free or Reduced Lunch	11	6%

Summary of the 2016-17 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 CAFE strategies (Comprehension, Accuracy, Fluency, and Expanding Vocabulary) used with Daily 5. Teachers use direct instruction to teach skills in reading, writing, and phonics. Using the Daily 5 management system, students practice each of these skills in application daily. We are using Zaner-Bloser handwriting materials for K-1st. All grades are using the Lucy Calkin's Units of Study in Opinion, Information, and Narrative Writing which is aligned with Common Core Standards.
- **Math** - Singapore Math Common Core edition is being used in all grades. Singapore Math focuses on building concepts as well as teaching procedures with deep understanding. Students use manipulatives, pictorial representations, and then numeric symbols to demonstrate math understanding.
- **Science** - FOSS science kits provide teachers with a scope for lessons as well as hands-on materials for experimenting. Students work through the scientific process in each unit.
- **Social Studies** - This year our English teachers have taken the Social Studies standards and learning targets and incorporated them into the English Language Arts content. Our Chinese teachers focus on integrating Chinese culture into their language arts lessons.
- **PE** - Using some of the SPARK lesson ideas, Chinese teachers are leading physical education activities in grades K-1 because it is great practice for students to use the physical response when listening and participating while all instructions are given in Chinese. For grades 2-5, we had a registered PE instructor.
- **Technology** - English teachers in grades 2-5 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/Respectful, Safe, and Responsible. We also use this opportunity to celebrate other school recognition and teach about the Wisdom Seeker characteristics that we're focusing on.
- **Award Ceremonies** - At the end of each trimester, four students are chosen from each class that best represent the characteristics of a Wisdom Seeker. The four awards are for World Citizen, Leader, Team Member, and Critical Thinker. Families are invited to attend this special assembly. We continued our monthly "Panda Pride" award for students who consistently showed progress in areas such as: Classroom Engagement, Best Effort, Improvement, and Helping Others. This year we added a "Panda Spirit" award that was given weekly to the class that demonstrated the best overall display of school spirit.
- **School Choice Week** - As part of a national celebration for Charter Schools, our school participates in School Choice Week the last week of January. This year it fell at the same time as preparations for Chinese New Year, so we had a full week of special Chinese cultural activities.

- **Buddy Classes** - Our Kindergarten and 5th grade students were reading buddies with each other and got together once a month to read to the younger student. 1st and 4th grade also buddied up from time to time for special projects.
- **Student Council** - This year our students elected 2 representatives from each of our 3rd, 4th, and 5th grade classes to represent them on a Student Leadership Team. The Principal met with the students once a month for an hour to discuss topics related to school climate and our Wisdom Seekers program. Students made good suggestions and help lead Wisdom Seeker Assemblies.
- **Homework Club** - Free Homework Club occurred after school 2 days a week where our Mandarin speaking teachers, instructional assistants, and volunteers help students individually with their Mandarin homework.
- **Field Trips** - Each class went on at least one field trip this year as it related to their studies. Students in Kindergarten went to the fire station. 1st grade went to the Oregon Zoo. 2nd and 3rd grades went to OMSI. 4th grade went to the Rice Rock and Mineral Museum. 5th had their China Milestone trip.
- **Musical Performances** - Our students also participated in 2 performances. We hold a community Chinese New Year Celebration in which the students perform songs, poems, dances, and skits in Mandarin. Our kindergarten class also performed at Washington Square Mall for Chinese New Year Jan 28th. 4th grade performed at PSU's Confucius Institute Feb. 26th. This year we also had end of the year culminating events for each class that we called our "Classroom Showcases" where every class demonstrated to the parent community things they had learned throughout the year.
- **Visiting Guests and Artists** - Beaverton Mayor Doyle visited our 3rd, 4th, and 5th grade students in the fall leading a discussion about civics and public service. In May and June we had a visiting artist, Aaron Nigel Smith of One World Chorus. Aaron taught the students African cultural songs that they performed for parents and some students joined him for a performance in Lake Oswego. This was possible with a grant from Northwest Fibers working with Young Audiences.
- **Art** - Our students also participated in an art contest in conjunction with the Portland Suzhou Sister City Association. 9 students received recognition for their work that demonstrated friendship between our countries.
- **Sister School** - Our Sister School, Xinsu Normal School of Jiangsu in Suzhou, China sent 15 6th grade students in January to visit our school here in Beaverton for 4 days. The students spent time in classes, went on a few field trips, and made a collaborative quilt to commemorate their friendship. Students stayed with our student's families during the stay. Then in March, 17 of our 5th graders went to Suzhou for a milestone learning experience and homestay with the same sister school families. This was a wonderful trip and learning experience for our students. Our students in 3rd grade continue to exchange post cards with the students in Suzhou at their grade level. 4th grade classes Skyped with their Sister School class, sharing things they like to do in their school.

Community Involvement

HCCS families make a commitment to volunteer at least 30 hours per year. For the 2016-17 school year through May: 40% of families met or exceeded their commitment, 19% logged 15-29 hours, 29% logged 1-14 hours, and 12% did not volunteer. See [Appendix B](#) for our Volunteer Graph.

We had parents volunteering to help organize community events, fundraising, classroom projects and celebrations. Some of our events this year have included the All School Picnic, Fall Festival Fun Night, Family Dance Night, BINGO Night, Chinese New Year Celebration, Classroom Showcases, and the Xi Wang Gala, our biggest fundraiser for the year.

Our parents have also led academic and enrichment activities such as Junior Achievement, Math Club, and Chess Club. Parent volunteers lead Junior Achievement classes for all grades. This is a series of 4 lessons that focuses on economics and are geared directly toward that developmental age level. Our math teams in 3-5 grades with a total of 20 students made top rankings in the Perennial Math Competitions with students across the United States and in China, Canada, Turkey, Spain, and the United Kingdom. Our chess team has also grown over the years to 27 students winning local and state tournaments.

Besides our own parent community, we also partner with our local faith based community, universities, and businesses. We participated with Eden Community Church on two service events during the year, a food drive in the fall and a shoe drive in the spring. Eden church also helped put on our Fall Festival Fun Night. George Fox University sent a group of students for a serve day at our school in September where they helped us with landscaping and an art mural for the school. We also sponsored a student teacher from George Fox, and our Principal, Julie Rickman assisted in helping with mock interviews for GFU. Portland State University continues to support our school through the Confucius Institute and with our PBIS program and DIBELS assessments. Our Lead Chinese Teacher, Yuri Liu, was also invited to the University of Oregon to speak to graduate students in the Curriculum and Instruction Program.

In addition, we partner with other businesses for fundraisers like Columbia Sportswear. Our school also benefits from matching service and donation funds from Nike and Intel and other local businesses. Finally, the Beaverton Rotary also made a connection with our school and provided English Dictionaries to all of our 4th and 5th grade students.

Summary of the 2016-17 Staff Training

As provided in the table below, our teachers and staff had the opportunity to attend various training courses and conferences during the 2016-17 academic year.

Training	Date	Staff Attending	Hours	Purpose
Chinese Immersion Training – Star Talk Yuri Liu, HCCS	June 27-30,2016 StarTalk Aug. 26, 2016 Yuri Liu	5 Chinese Teachers 9 Chinese Teachers	30 hours each 7 hours each	To train teachers in language immersion techniques and teaching strategies
Chinese Language Training StarTalk Conference-Atlanta NCLC - Houston StarTalk - MN Chinese PLC, Yuri Liu & HCCS staff	Oct. 13-14, 2016 Apr 6-8, 2017 NCLC Apr 28-29, 2017 Monthly	Angie Chien-Fu & Yuri Liu Yuri Liu, Angie Chien-Fu, Julie Rickman Sylvie Kuo & Yuri Liu All Chinese Staff	16 hours each 16 hours each 16 hours Monthly PLCs + ongoing support	Conference to provide current information on Language teaching strategies, curriculum materials & networking. Our teachers also presented.

Mentor Teacher Training First Year Teacher Training BSD	All year	Yannie Wong	90 hours each	Mentoring first year teachers to provide feedback on teaching techniques and management.
PBIS – Chris Borgmeier, PSU	August 22, 23, 2016 + continuous counseling support for teachers and administration	All teachers & Administration	10 hours Leadership Team monthly meetings & discussions within staff	To train teachers on the school-wide behavioral procedures, guidelines and to support teachers as the school year progresses to ensure consistency in practice
Love and Logic (behavior management training) Jim Faye	Oct. 18, 2016	4 teachers and Julie Rickman	5 hours each	To understand strategies for working with children
Singapore Math- Beth Curran, SM Trainer	August 29-30, 2016	5 teachers day 1, 10 teachers day 2	7 hours each day	To ensure that teachers are instructed in teaching Singapore Math methods
Math Training - Cathy Bernhard, retired Math Consultant, BSD	Sep 27, Oct. 14, Nov. 4, 2016 + ongoing support	12 teachers	2 hours each plus ongoing support	To advise teachers in differentiated math instruction, and use of math manipulatives
Daily 5 and CAFE Training Joan Moser and Gail Boushey “The Sisters”	Oct. - Dec., 2015 on-line training weekly sessions	3 English Teachers	12 hours each	To train teachers in the Daily 5 Literacy Management and Reading instruction strategies.
English Reading/Writing Training - English PLC’s, Julie Rickman & HCCS staff	1x month	All English Teachers	1 hour month + ongoing support Trimester staff Meetings to calibrate writing assessments	To train teachers in writing process and use of Lucy Calkins writing curriculum and assessments.
ESL Training and Testing – BSD	Oct., 2016 - May, 2017	Mark Johnston, Test Coordinator Sara Li, ELL Instructor	2 hours each	To train ESL teacher on unpacking ELP standards for ESL students
Kindergarten Assessment - ODE	August, 2016 - on-line	Kelly Matsushima	4 hours	To train teacher to give the statewide assessment
SBAC Assessment: Building Educator Assessment Literacy ODE	Feb. 15, 2017	Julie Rickman	7 hours	To gain understanding about what to do with SBAC results and how assessments are evaluated

Technology Training BSD	June 3, 2016	Eden Samiee	3 hours each	Synergy Training
Science Training Mark Watrin, FOSS trainer	Aug. 23, 2016 Feb 3, 2017	All science teachers	4 hours each time	Train teachers in developing key science concepts
Administrator Training - CAL classes, PSU	Jan 2017 - May 2017	Julie Rickman	8 Credit hours	Classes on Supervision & Evaluation, Communication & Conflict
First Aid/CPR – Olga Cherevatenko, PT	Aug 25, 2016	14 staff members that needed re-certification	4.5 hours	To ensure teachers and staff were properly trained on First Aid and CPR
Safety Training– on-line resources	Aug. 25, 2016	All teachers and staff	2 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 the 2016-17 School Year

The goals listed below were established by the Principal with input from our board, teachers, and from the parent survey. Progress toward these goals were an ongoing focus with the ultimate goal of continuous growth in student achievement. Our School Improvement Plan for the 2016-17 school year had 4 goals.

SMART Goal # 1 – During the 2016-17 school year, all students will make measureable progress in Chinese Language Arts speaking skills as measured by the ELLOPA/SOPA. Raise the number of students who meet and exceed expectation from 86% to 88%.

Results: SOPA/ELLOPA results for 2017 show that overall, we did not meet our goal of 88%, it was only 71%. 3 of grades did meet or exceeded the goal (Kindergarten, 1st, and 5th grades), and 4th grade reached 73%; however, our 2nd and 3rd grade classes were well below what we expected.

SMART Goal #2 – During the 2016-17 school year, all students in K-2 will make measureable progress in reading English as measured by Dibels composite score, and increase the number of students who are meeting or exceeding proficiency from 82% to 84%. The number of student who meet or exceed expectations in 3rd-5th grade reading and writing (scoring 3 or 4) will increase from an 83% to 85% as measured by Smarter Balance Assessment.

Results: DIBELS screening was completed by Chris Borgmeier and PSU students. This spring’s composite scores showed the number of students meeting and exceeding expectations at an overall average of 81%. This is slightly below our goal. SBAC results show 80% of the students in 3rd-5th grades were meeting or exceeding proficiency in ELA, also a little below our goal.

SMART Goal #3 – During the 2016-17 school year, all students will make measureable progress in mathematics as measured by Singapore Math Summative Trimester Tests in grades K-2 from 74% to 76% of students who meet or exceed expectations (average test scores of 80% or higher) and Smarter Balanced Assessment for 3rd-5th grades average from 94% to 96% of those students who meet or exceed expectations (scores of 3 or 4).

Results: The Smarter Balanced Assessment scores for 3rd through 5th grade were 89% of the students receiving a 3 or 4. According to our Singapore Math Summative Tests, 84% of students in K-2 were meeting or exceeding expectations at the end of June. So our younger students exceeded the expectations, but the older students were less than expected.

SMART Goal #4 - During the 2016-17 school year, HCCS will maintain the number of student referrals at .5 per day average and focus on improving specific areas as SWISS data will indicate.

Results: We were able to maintain average referrals at .75. The area of greatest difficulty was in 2 classrooms and the playground. The lack of a play structure and difficulty in monitoring a large area may have contributed to the number of referrals that came from the playground.

Board Developments

The Board continues to work in line with the strategic plan. Following are highlights from 2016-17:

- During the 2016-17 school year, the Board was Chaired by Victor De Pablos. Lee Heublein-Hsu, formerly Director of Communications for the Chinese American International School of San Francisco, joined the Board summer 2016. In June 2017, Constance Pugh, Board Secretary, resigned from the Board. In July 2017, having completed his term, Victor stepped down from the Board and Shannon Tocchini, was appointed interim Chair; Jennifer Shih and Erin Delaney were elected as new Board members in July 2017; Frances Ippolito was elected to the Board in August 2017. Also in August 2017, Erin Delaney and Shannon Tocchini were elected as co-Chairs and Jennifer Shih was elected as Board Secretary. Nate Look remains Treasurer for the Board.
- The Board conducted a staffing and school needs assessment in winter 2016-17 and developed a plan to meet organizational needs and priorities aligned with the strategic plan. As a result of this assessment, the position of Advancement Director was eliminated in spring 2017, and the school initiated a search for an Executive Director.
- An Executive Director/President, Mark Takehara, was selected and will join the school in mid-September. The Executive Director/President will function as the Chief Executive/Operating Officer of the school, managing the business side of the school and working with the Principal to carry out the vision and mission of the school. This position will also lead fundraising and community outreach and will work closely with the Board on the update to the strategic plan.
- The Board's original plan was to review and update the strategic plan in spring 2017, however we determined this would be a task best timed with the arrival of our newly hired Executive Director/President. We anticipate the update of the strategic plan will be completed in fall 2017.
- The position of Facility Manager was temporarily increased to a full time position to focus on the completion of phase II classroom space for the 2017-18 school year and ongoing completion of phase III classroom space, which should be completed during the 2017-18 school year. Phase II was completed in time to accommodate our first middle school grades for the 2017-18 school year. When phase III is complete, we will have the full space available to accommodate all grades in our K-8 charter and strategic plan, which forecasts classroom space, student count, staffing and

other resource needs through the 2024-25 school year, when we anticipate we will meet space, student count and charter capacity.

- The Board continues its transition from an operational role - necessary as a start-up organization - to a strategic role as we get the appropriate staff resources and skill sets in place at the school. The arrival of our new Executive Director/President moves us significantly closer to this transition goal.
- Our primary focus for 2017-18 is the completion of the remaining classroom space, the update to the strategic plan, and ensuring the long-term sustainability of the school in alignment with the vision, mission, strategic plan, budget and charter as well as ongoing support for our school leadership team: Principal Julie Rickman and our new Executive Director/President, Mark Takehara.

We would like to once again thank Beaverton School District for their partnership. We look forward to a continued successful partnership as we endeavor to serve the children of Beaverton School District.

Summary of the 2016-17 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.

Employee Name	Assignment	Degree	Years Experience	License	Background Check	Last Day Worked
Julie Rickman	Principal	M. Ed	4 Adm, 25 Teacher	IAL, CTL	08/02/2004	
Eden Samiee	Admin. Asst.	BA	1	N/A	06/03/2016	
Robyn Stolin	Facilities Manager	AS, BS in progress	7+ managerial	N/A	08/24/2015	
Yuri Liu	Lead Chinese Immersion Teacher	MA	3	Registered	07/11/2013	
Angie Chien-Fu	Kindergarten Chinese Teacher	MA	1	Registered	04/19/2012	
Kelly Matsushima	Kindergarten English Teacher	MA	7+	Professional Teaching, Multiple Subjects Self Contained, ECE, ELE	05/31/2015	
Shu-Han (Sylvie) Kuo	1st Grade Chinese Teacher	MA	0	Registered	04/12/2016	
Huiqiong Su	1st Grade Chinese Teacher	BA	9	Registered	08/09/2012	
Jeannine Rafferty	2nd Grade English Teacher and Interventions	BS	6	Preliminary Teaching - Art/Elementary Multiple Subjects PK-12	10/02/2013	
Yannie Wong	4th Grade English Teacher	M. Ed	1	Initial I, Elementary - Multiple Subjects, PK-12	08/07/2015	
Tieyu Yan (Irene Conry)	4th Grade Chinese Teacher	MA	1	Registered	12/15/2013	
Xiao (Christian) Li	Intern - 5th Grade Chinese Teacher	BA	0	Registered	09/06/2016	
Olga Cherevatenko	PE Teacher	BS	0	Registered	09/02/2016	
Manliu Li	Instructional	BS	2	N/A	10/15/2013	

	Assistant					
Hua Shao (Flora Hardgrove)	Instructional Assistant and Lunch Assistant	BA	1	N/A	08/25/2016	
Qun Lu	Instructional Assistant	BS	3	N/A	10/12/2012	
Yuan (Christina) Li	Long Term Substitute Instructional Assistant	BA, MA in progress	1	Registered	02/04/2016	
Leina Song	Instructional Assistant	Associates	0	N/A	08/19/2016	11/04/2016
Hang Ren (Jacky)	Instructional Assistant	BA	2 in China	N/A	09/21/2016	02/07/2017
Mark Johnston	Instruction & Technology Specialist	MA	4	Initial I, Multiple Subjects Self-Contained, ECE, ELE	07/08/2014	06/23/2017
Hanya Lamp	1st Grade English Teacher	MA	7+	Initial II, Multiple Subjects Self Contained, ECE, ELE	10/01/2014	06/23/2017
Dan (Dana) Wang	2nd Grade Chinese Teacher	MS	5	Registered	08/29/2016	06/23/2017
Hsin-Jung (Sara) Li	3rd Grade Chinese Teacher and ESL Instructor	MA	0	Registered	08/01/2016	06/23/2017
Carrina Schindler	3rd Grade English Teacher, Education Specialist and RTI English	MA	3	Reciprocal Teaching - Elementary - Multiple Subjects, English to Speakers of Other Languages	05/05/2016	06/23/2017
Rachel Peizer	5th Grade English Teacher, SPED/RTI	MA	5	Initial, Multiple Subjects Self Contained, ECE	06/02/2014	06/23/2017
Suzanne Mackzum	Instructional Assistant	BS	1	N/A	03/23/2017	06/22/2017

Appendix A School Achievement Data

Smarter Balance Assessment:

The table below represents the percentage of students who met or exceeding expectations on the Smarter Balance Assessments which means they scored a 3 or 4.

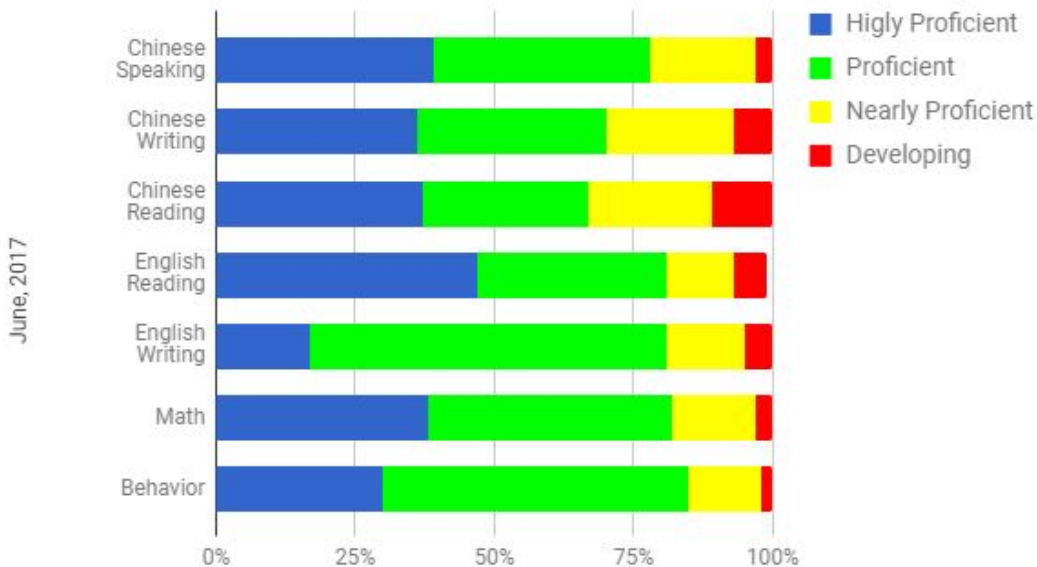
2016-17 SBAC Results for Hope compared to BSD and OR

	English Lang. Arts			Math			Science			Social Science		
	OR	BSD	HOPE	OR	BSD	HOPE	OR	BSD	HOPE	OR	BSD	HOPE
Grade 3	46	59	76	47	64	81			N/A			N/A
Grade 4	48	62	85	44	60	97			N/A			N/A
Grade 5	54	66	80	39	55	88	66	74	88	63	81	84

All School Achievement in Major Academic Areas:

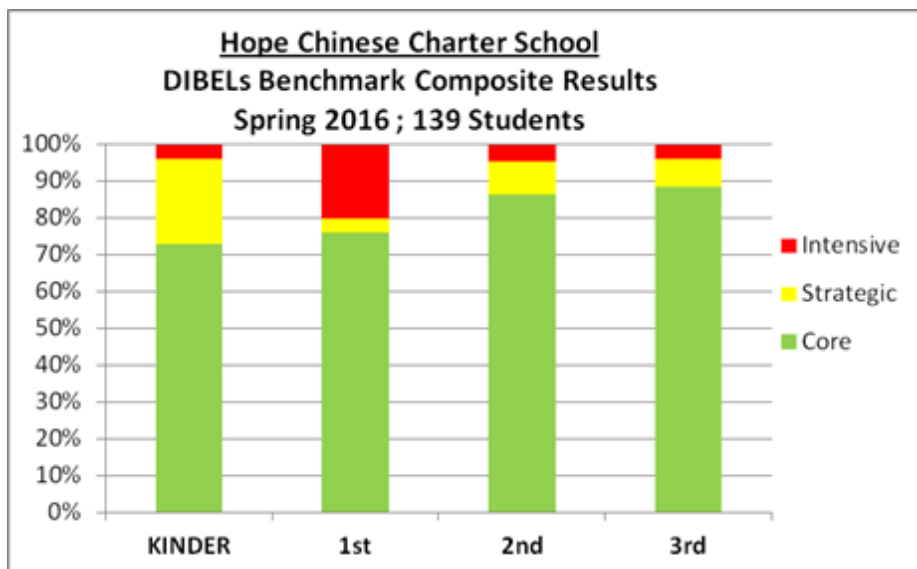
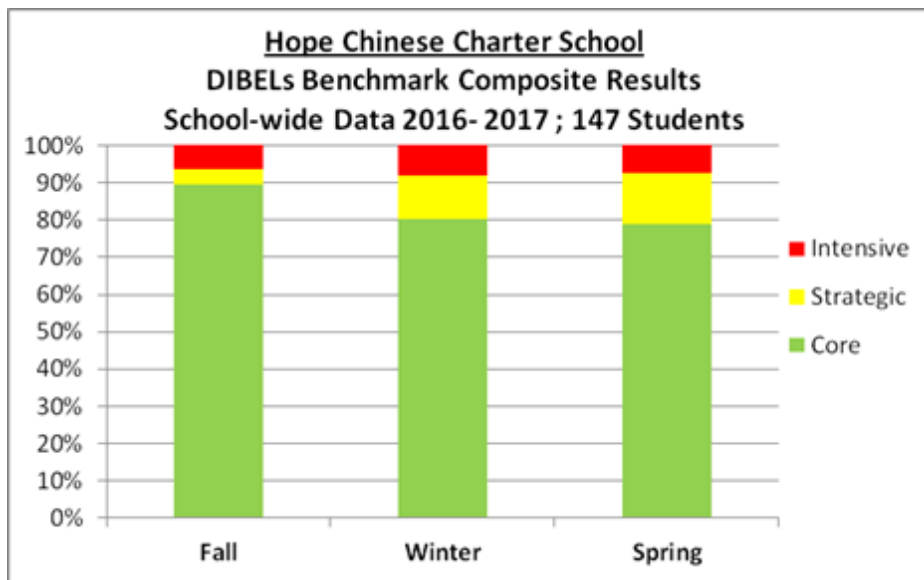
The following graph depicts the overall achievement of students in grades K-5 at the end of the 2016-17 school year based on teacher assessments and end of unit assessments. The English reading scores are based on DRA or QRI assessments. The green and blue bars together represent the number of students who met and exceeded expectations. Students in the yellow are monitored more closely and targeted for specific direct instruction. Students in the red receive extra support through the Response to Intervention Team (RTI).

June, 2017 All School Summary Results by in Class Data



Dynamic Indicators of Early Literacy Skills (DIBELS) Assessment:

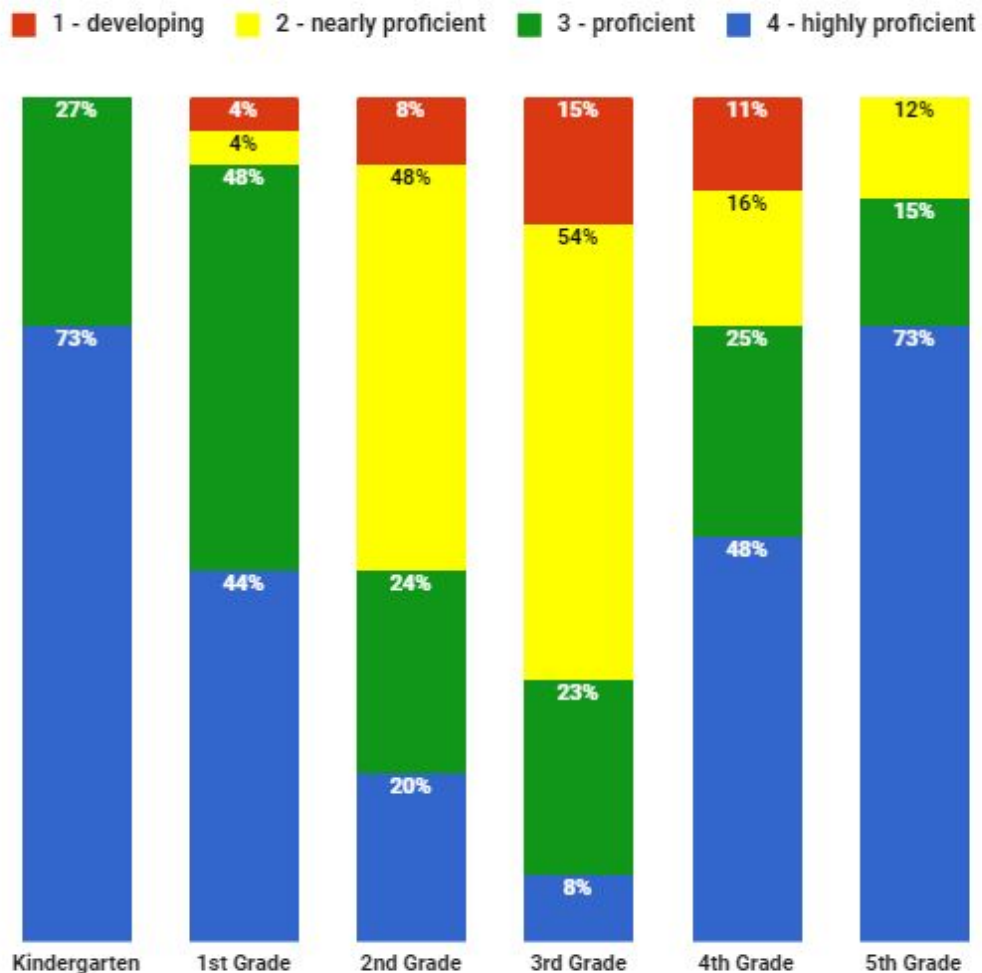
The following graph represents a quick measure of English reading accuracy for grades K-3. Students who score in the green are on target and can continue in the Core Instruction. Students who fall in the yellow need to be checked and monitored with more specific and direct instruction. Students in the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



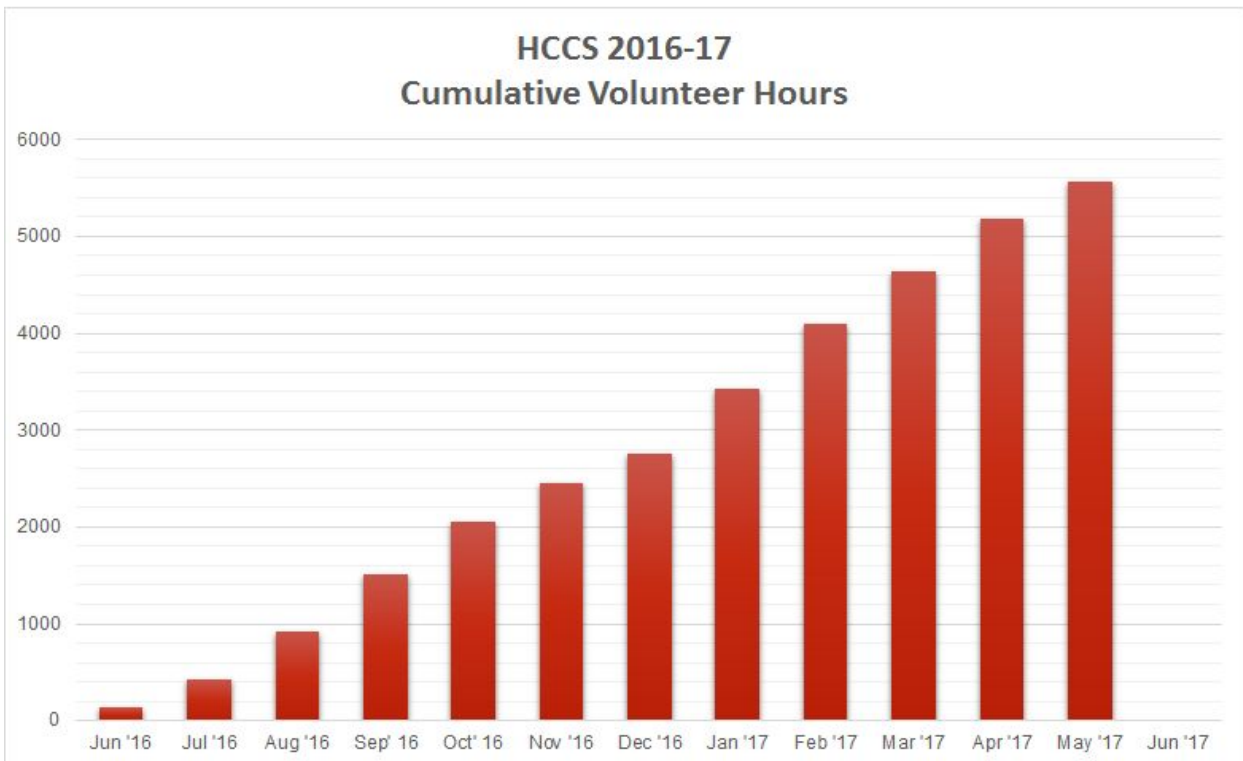
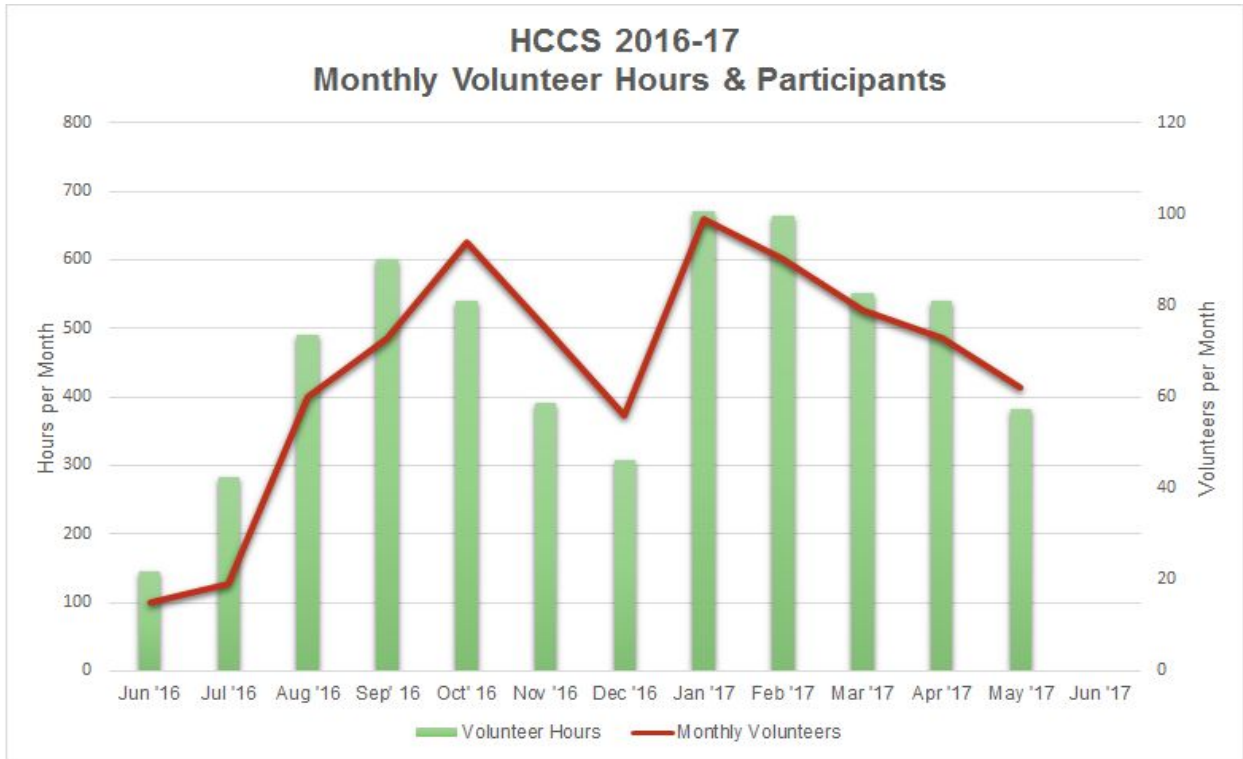
Student Oral Proficiency Assessment (SOPA) and Early Language Listening and Oral Proficiency Assessment ELLOPA:

The following graph shows where each of our students ranked by Chinese language listening and speaking proficiency level. This year we had a third party evaluator from the Center for Applied Linguistics confirm our fifth grade class to verify our results. We were extremely pleased with all groups except 2nd and 3rd grades which had the least experienced teachers in following our immersion curriculum.

HCCS SOPA/ELOPA Results (June 2017)



Appendix B



Appendix C

Hope Chinese Charter School	
Profit and Loss	
July 2016 - June 2017	
	Total
Income	
1510 Interest and Dividends Income	666.73
1620 Food Services - non reimbursable	62,428.06
1630 Sublease Income	19,800.00
1700 Extracurricular Activities Rev.	256,169.76
1920 Contributions Income	474,684.67
3101 SSF - General Support	1,159,193.45
Non Profit Income	805.73
Uncategorized Income	0.00
Total Income	\$ 1,973,748.40
Gross Profit	\$ 1,973,748.40
Expenses	
1111000 Primary (K-5)	888,927.77
1113000 Elementary Extracurricular	168,400.60
1440000 SummerProgram (K-3)	37,045.56
1440200 Summer Program Payroll Costs	4,172.64
1440400 Summer Program Supplies/Materials	20,488.11
2240000 Instruct Staff Development	7,192.30
2300000 General Administration	96,699.69
2400000 School Admin	205,252.69
2500000 Support Services	6,922.55
2540000 Bus-Operation/Maint Plant	279,568.90
2660000 Technology Services	28,881.10
3120000 Nutrition Costs	63,192.33
4150389 Remodeling/Moving	11,406.86
Uncategorized Expense	0.00
Total Expenses	\$ 1,818,151.10
Net Operating Income	\$ 155,597.30
Reconciliation Discrepancies	255.00
Total Other Expenses	\$ 255.00
Net Other Income	-\$ 255.00
Net Income	\$ 155,342.30
Monday, Sep 11, 2017 10:00:54 PM GMT-7 - Accrual Basis	

Hope Chinese Charter School	
Balance Sheet	
As of June 30, 2017	
	Total
ASSETS	
Current Assets	
Bank Accounts	
101 USNB- Ck	209,350.72
104 Paypal Account	10,678.46
105 OnPoint Checking	197,269.12
106 OnPoint Savings	5.00
107 OnPoint Preschool Checking	335,477.53
108 Pacific Continental Money Market	223,678.32
110 Preschool petty cash	80.00
Total Bank Accounts	\$ 976,539.15
Accounts Receivable	
158 Accounts Receivable (A/R)	2,437.55
Total Accounts Receivable	\$ 2,437.55
Other Current Assets	
130 Investments - Scottrade account	5,463.26
1499 Undeposited Funds	6,578.15
181d Prepaid Expenses	14,352.30
Total Other Current Assets	\$ 26,393.71
Total Current Assets	\$ 1,005,370.41
Fixed Assets	
231 Furniture and Equipment	11,893.80
Total Fixed Assets	\$ 11,893.80
Other Assets	
191 Deposits - HCCS	0.00
232 Security Deposit	23,579.00
390 Payroll Suspense	-662.86
Total Other Assets	\$ 22,916.14
TOTAL ASSETS	\$ 1,040,180.35
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
421 Accounts Payable and Accrued Ex	9,651.18
Total Accounts Payable	\$ 9,651.18
Credit Cards	

OnPoint Credit Card	14,051.81
Total Credit Cards	\$ 14,051.81
Other Current Liabilities	
430 Accruals	3,576.60
471 Payroll Liabilities	-0.01
472 PERS Payable	17,482.52
473 403b-American Funds	9,868.85
481 Prepaid Kindergarten	0.00
482 Prepaid Preschool	16,010.00
483 Prepaid Summer Camp	28,049.00
484 Prepaid supply fee	2,550.00
Total Other Current Liabilities	\$ 77,536.96
Total Current Liabilities	\$ 101,239.95
Total Liabilities	\$ 101,239.95
Equity	
3001 Opening Bal Equity	0.00
3010 Unrestrict (retained earnings)	783,598.10
Net Income	155,342.30
Total Equity	\$ 938,940.40
TOTAL LIABILITIES AND EQUITY	\$ 1,040,180.35
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