



2013/2014 September Year End Report

Presented to Beaverton School District

September 15, 2014

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Introduction and Reflection

At the end of our second year, it is encouraging to look at the progress that has been made in developing our program and in our student's achievement. Here are the top 10 accomplishments that I shared with our parents in June:

1. The 111 students in Preschool – 2nd grade have all grown so much in knowledge and character. We are expecting 135 students (PreK-3rd) next year and have 28 students on our waiting lists in Kindergarten and 1st grade.
2. We have dedicated staff members who love each child and work hard to provide the best, most comprehensive bilingual, bicultural education possible.
3. An average of 89% of our children are meeting or exceeding grade level expectations in speaking Mandarin as measured by the Student Oral Proficiency Assessment, and over 90-95% meeting and exceeding in English reading as measured by Dibels.
4. We were able to offer After School Enrichment Programs and homework club to provide additional learning experiences for the students.
5. Our school is gaining recognition through the accomplishments of children who have achieved success in competitions and through community partners like the Confucius Institute, PSU, and the Northwest China Council.
6. We received several grants this year: from Northwest Fibers to have an artist in residence come teach the children multi-cultural songs and dance, a grant to have our 1st graders experience a field trip to the Oregon Gardens, and a competitive grant from the United States Bureau of Education's Teachers of Critical Language Program that will provide us with a guest teacher.
7. We have received generous donations, from the \$50,000 from a large donor in China, to over \$147,000 in fundraisers throughout the year from our families, friends, businesses and matching corporate gifts.
8. We have benefited from the many volunteer hours of our parents and friends who contribute so much to our daily programs and overall governance of our school.
9. We have the support of education professionals who mentor and provide curriculum support.
10. We are building a community that cares about students first, pitches in to help and find creative solutions to problems.

Summary of Achievement of Hope Chinese Charter School Students

This is the first time for our school to give the SOPA and the ELLOPA to the students. The assessment results should provide a fundamental reference for the language learners to understand which level of oral proficiency they are at and ready to be compared with the results they will be having next year.

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 SOPA and the ELLOPA are scored using the COPA/SOPA Rating Scale and the ELLOPA Rating Profile. Both rating scales are based on the ACTFL Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL) (1999). Here are the goals of these two assessments and the perspectives suggested to have when looking at the results.

Goal of the SOPA and the ELLOPA

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.

SOPA and ELLOPA Results and How They Are Used

Ideally, the assessment results are not used as the only indicator of a student's progress in language development. Rather, the results should be used in conjunction with teacher observations and other evaluations of the student's daily oral and written work. When the SOPA or the ELLOPA is given annually, a student's ratings are expected to increase gradually, revealing his or her progress in the target language. The amount of progress depends on many factors, such as the type of program, the instructor's fluency level in the target language, frequency of instruction, and student motivation.

Assessment results for the SOPA/ELLOPA, all school subject data, and Dibels are 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. Our assessments are outlined in the table below:

Assessment	Purpose	Use	Frequency
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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
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 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, 2014. They will be on site in mid-September, 2014.

We have extended our fundraising efforts this year to include more fundraising activities throughout the year. Our 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. Our final fundraising event was 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 which raised an additional \$20,000. We also have very generous students - many of our students choose to request donations for the school on their birthdays instead of receiving presents. This raised almost \$5,000 this year. This year, we received a generous matching grant from a large donor. If we were able to raise \$50,000 during the year, it would be matched with \$50,000 from this donor. We reached the \$50,000 target in the spring time and received the \$50,000.

Our fee-based programs both benefit the community and the school in providing before/after care, preschool and summer school. The combined programs raised an additional \$120,000.

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 two students receive reduced lunches.

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 \$2,000 literacy grant from Target to build our library and a small grant from the Oregon Forest Resource Institute to pay for transportation services to visit the Oregon Gardens. We also received a grant that paid for an artist in residence from Northwest Fibres.

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.

Despite the burden of paying for PERS and rent on our building, we were able to achieve a surplus of approximately \$317,000. Each year, we raise money to cover expenses for the next school year. With this money, we were able to sign contracts with our teachers to pay them at 100% of BSD scale as well as invest in additional resources for the school to ensure that we continue to offer low class sizes of a maximum of 24 students per class and a 12:1 student/teacher ratio for much of the day. We are also investing more in RTI to ensure that we meet the needs of our struggling learners.

Please see appendix B for detailed financial statements.

Summary of 2014/2015 Classes and Enrollment

For the 2014/2015 school year, we have 1 kindergarten class, 1 first grade class, 2 second grade classes and a third grade class with total enrollment of 112 students. Please refer to Synergy for a list of our students.

Grade	Number Enrolled on 9/15/14
Kindergarten	24
1st grade	24
2nd grade	45
3rd grade	19
Total	112

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.

Current Enrollment at Hope Chinese Charter School

In June of 2014, we had 95 students. 9 did not return for the 2014/2015 school year for a 90.5% return rate. Of the 9 students that did not return: 3 had moved out of state, 3 made other school choices for different reasons, 1 didn't see sufficient progress in Chinese after entering in 1st grade, and 2 (same family) did not give a reason.

As of September 15, 2014, we have 112 students in grades kindergarten through third grade. 29 are out of district and 83 are in district.

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

- White students: 36%
- Black or African American students: 1%
- Asian students: 38%
- American Native students: 1%
- Hispanic students: 7%
- Students of 2 or more races: 17%

Eight students, or 7% of our population need ESL instruction.

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

Eleven students, or 9% are new to Chinese Language this year.

Update of wait lists

As of Sept 15, 2014 we currently have a wait list of 16 for kindergarten, 9 for first grade and no wait list for second or third grade.

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. 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 -**

- 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.

http://hopeccs.org/main_pages/sister_school/china_sister_school.htm

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 ,	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 8 hour NW PBIS Conference	To train teachers on the school-wide behavioral procedures, guidelines and to support teachers as the school year progresses to ensure consistency in practice
Singapore Math- Conducted by Cassandra Turner	August, 2013	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, 2013	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	June 2013 - June 2014 December, 2013	Julie Rickman	28 Graduate Credit Hours 16 hours	To train the administrator is all aspects of equitable and ethical leadership.

BSD Elementary School Principals Meetings, Equity Seminar	Monthly		3-4 hours monthly	To train administrator in school law. Keep Administrator informed of District priorities and training
ODE Charter Training – conducted by ODE, and LOCS	May, August 2013	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

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

The goals listed below were established last year with input from our teachers and Principal. Progress toward these goals were an ongoing focus with the ultimate goal of continuous growth in student achievement. Our School Improvement Plan for the 2014/2015 school year is in a separate attachment. Our parent survey is also being sent separately. As you look at the survey questions, you can see that parents seemed to be satisfied with how the school is progressing and meeting expectations. We will be looking to inform our parents more on our safety procedures.

1. Staff Training and mentorship for improved student engagement

Results - 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 completed the Education Leadership Program at PSU and her initial administrator license is being processed with TSPC.

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

Results - For ELA, we purchased *Phonics for Reading* and used 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 to more grade levels and more days than we did the first year. Homework Club is designed to help students with Chinese and math homework. 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.

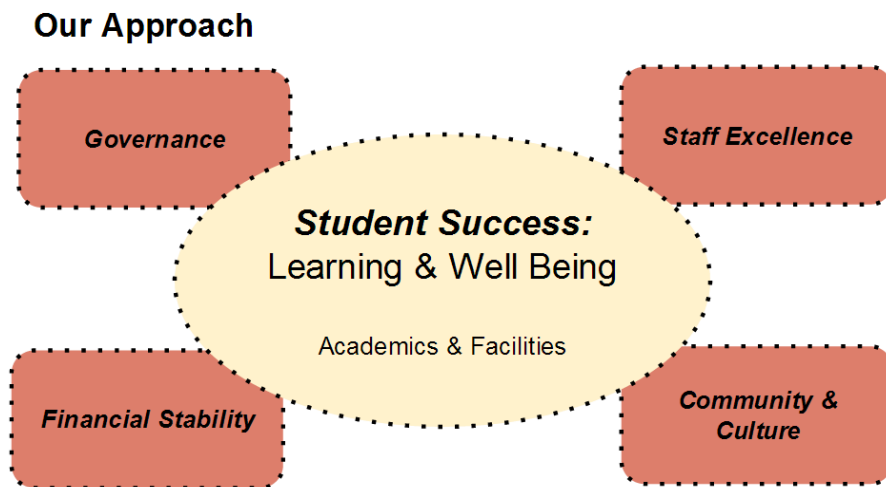
3. Developing objective assessments in Chinese Language Arts and Kindergarten Math.

Results - This year we trained 2 teachers to give the ELLOPA/SOPA test. This proficiency test measured students' Chinese speaking ability. Singapore Math does not have kindergarten assessments, so we have continued to rely on unit tests.

Board Developments

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. The board also held 2 Town Hall meetings in March and May to allow parents to more freely talk about any issues or ideas they had. To track and measure topics and progress over time, HCCS sent a survey in May to parents. The results are in a separate attachment. They were reviewed and used to help create our School Improvement Plan.

Our board of directors also worked on a 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.



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 integrating 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

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 have 2 administrators:

- Julie Rickman, Principal
- Marcella Baldwin, Administrative Assistant

We have 8 teachers, and 2 teacher's assistants:

- Jeannine Rafferty, Kindergarten English Teacher
- Mindy Peterson, 1st grade English Teacher, ESL teacher
- Huiqiong Su, 1st grade Chinese Teacher
- Lydia Schmidt, 2nd grade English Teacher
- Yuri Liu, 2nd grade Chinese Teacher and Chinese Curriculum Coordinator
- Yuan (Christina) Li, 2nd grade Guest Co-Chinese Teacher from Confucius Institute
- Elizabeth Gelsinger, 3rd grade English Teacher
- Jenny Lin, 3rd grade Chinese Teacher, and Lead Chinese Teacher
- Irene Conry, Kindergarten Teacher's Assistant
- Xiaomei Chen, 2nd grade Teacher's Assistant, Guest Chinese Teacher from Teacher's of Critical Language Program (TCLP)

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: Initial Administrator License, Continuing Teaching License, Multiple Subjects Elementary

Qualifications: Julie Rickman has worked in the field of education for 25 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 completed the Initial Administrator License program at PSU and TSPC is started processing the license in August, 2014. This is Julie's third year as Principal.

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: Jeannine Rafferty

Position: Kindergarten English Teacher & Lunch Room Supervisor

Description of Duties: Responsible for planning, teaching, managing, and assessing kindergarten students. She is also responsible for reporting and communicating with parents and administration. Jeannine 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 children during their lunch period.

Date of Initial criminal background investigation: 10/2/13

Date of initial licenses: 10/2/13

License/Endorsements/Certifications: Initial I Teaching, Early Childhood, Elementary: Multiple Subjects Self-Contained, Art endorsement. Food Handlers Card.

Qualifications: Jeannine has a BS in Art Education and licensed in Elementary/Early Childhood. She has 5 years of experience working as a Kindergarten teacher in both a Child Care setting and in a bilingual Chinese school. Jeannine brings a passion for working with young children and a talent for teaching art together nicely.

Name: Huiqiong Su

Position: 1st grade Chinese 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 PE. 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: Huiqiong Su has 9 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: Mindy Peterson

Position: First Grade English Teacher & ESL teacher

Description of Duties: Responsible for planning, teaching, managing, and assessing students in First Grade in the subjects of English Language Arts, health, and Social Studies. She is also responsible for reporting and communicating with parents and administration. Mindy is our ESL teacher and will also work with students in RTI.

Date of Initiation of Criminal Background check: September 19, 2011

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

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

Qualifications: Mindy has 5 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: Yuan (Yuri) Liu

Position: 2nd grade Chinese teacher, Curriculum Coordinator

Description of Duties: Responsible for planning, teaching, managing, and assessing students in 2nd grade in the subjects of Chinese Language Art, Math, Science, and PE. She is also responsible for reporting and communicating with parents and administration. As curriculum coordinator, Yuri helps to align our Chinese language arts and culture with proficiency guidelines. She also has been trained to test the children with the ELLOPA/SOPA.

Date of Initial criminal background investigation: July 11, 2013

Date of initial licenses: NA

License/Endorsements/Certifications: Charter Teacher Registry.

Qualifications: Yuan (Yuri) is a graduate of the University of Oregon with a MS in Educational Methodology, Policy and Leadership and Language Teaching Specialization. While at the University, she was a Program Administrator for the Chinese Flagship Program and an assessment assistant. She also holds a Bachelors degree from East China Normal University with an emphasis in teaching Chinese as a second language. Yuri has had 1 year of experience as a teaching assistant in 1st and 5th grade Chinese immersion classrooms and 4 years of experience teaching Chinese to American students in China ranging in age from elementary students to adults.

Name: Christina Li

Position: 2nd grade Co-Chinese teacher

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

Date of Initial criminal background investigation: Aug. 29, 2014

Date of initial licenses: NA

License/Endorsements/Certifications: Applied for Charter Teacher Registry.

Qualifications: Christina is a graduate of the College of International Communication at the University of China, Nanjing. She holds a Bachelor of Arts degree with a major in teaching German Language and Journalism. She has taught for 3 years in China and Germany. Christina is a Guest Teacher from China through the Confucius Institute.

Name: Lydia Schmidt

Position: 2nd grade English Teacher

Description of Duties: Responsible for planning, teaching, managing, and assessing students in 2nd grade in the subjects of English Language Arts, health, and social studies. She is also responsible for reporting and communicating with parents and administration.

Date of Initial criminal background investigation: April 29, 2014

Date of initial licenses: April 29, 2014

License/Endorsements/Certifications: Initial II Early Childhood, Elementary: Multiple Subjects Self-Contained

Qualifications: Lydia received her BA from Evergreen State College and her Master's in Education from Portland State University. She spent 5 years teaching in Oregon and then went to teach in Busan, So. Korea for the next 3 years, working with 2nd through 6th grade students. Lydia's strength and interests are in language, travel, and teaching writing.

Name: Yuzhen (Jenny) Lin

Position: 3rd grade Chinese teacher, Lead Chinese Teacher

Description of Duties: Responsible for planning, teaching, managing, and assessing students in 3rd grade in the subjects of Chinese Language Art, Math, Science, and PE. She is also responsible for reporting and communicating with parents and administration. As the Lead Chinese Teacher, Jenny serves as mentor to our guest teachers from China and in a supervisory role with the rest of the Chinese Language staff. She coordinates our homework club program and special cultural events where children are performing. Jenny also communicates with our Sister School in Suzhou, China and plans activities for our students to be able to send to the Sister School.

Date of Initial criminal background investigation: July 11, 2013

Date of initial licenses: Charter teacher registry

License/Endorsements/Certifications: N/A

Qualifications: Yuzhen (Jenny) graduated with a Bachelor's Degree in Chinese language and literature from East China Normal University and has over 11 years of teaching experience. She has been teaching at the 2nd grade level in a full immersion school for 5 years. Prior to coming to the United States, Jenny had taught 5 years at the Shanghai Hua Mu Middle School as a Chinese language teacher.

Name: Elizabeth Gelsinger

Position: 3rd Grade English Teacher, RTI support

Description of Duties: Responsible for planning, teaching, managing, and assessing 3rd Grade students in English Language Arts, health, math, science and Social Studies. She is also responsible for reporting and communicating with parents and administration. Elizabeth also helps instruct small groups who need RTI.

Date of Initial criminal background investigation: August 4, 2011

Date of initial licenses: August 4, 2011

License/Endorsements/Certifications: Initial II Early Childhood, Elementary: Multiple Subjects Self-Contained. Early Childhood/Elementary: Reading

Qualifications: Elizabeth received her BS in Education from Corban College and then her Master's in Education from George Fox University with an endorsement in reading. Initially she taught 2 years in California in grades 3 and 6. Then she spent 5 years teaching in Shanghai, China with 3rd and 4th graders. She speaks conversational Mandarin and loves the Asian culture which makes her a great fit for our school.

Name: Tieyu (Irene) Yan

Position: Kindergarten Teacher's Assistant

Description of Duties:

Responsible for assisting teacher with managing and instructing students in Kindergarten.

Date of Initiation of Criminal Background check: December, 2013

License/Endorsements/Certifications: N/A

Degree: Master's Degree in English Applied Linguistics from Northeast Normal University, China. BA in English language and literature from Jilin Normal University.

Qualifications: Irene is an accomplished teacher of the English language from China who was working as an Associate Professor in Changchun University. She helped co-edit several books on English composition and authored several essays. In coming to the United States, she has served as a Chinese Mandarin teacher at the Portland CCPA Chinese School and taught Mandarin at KinderCare. Irene is a kind-hearted, caring teacher who can help the children with both Mandarin and English.

Name: Xiaomei Chen

Position: 2nd grade Teacher's Assistant

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

Date of Initiation of Criminal Background check: Guest teacher from China

License/Endorsements/Certifications: N/A

Degree: BA in technical English and a MA in English language literature from Jiangxi Normal University.

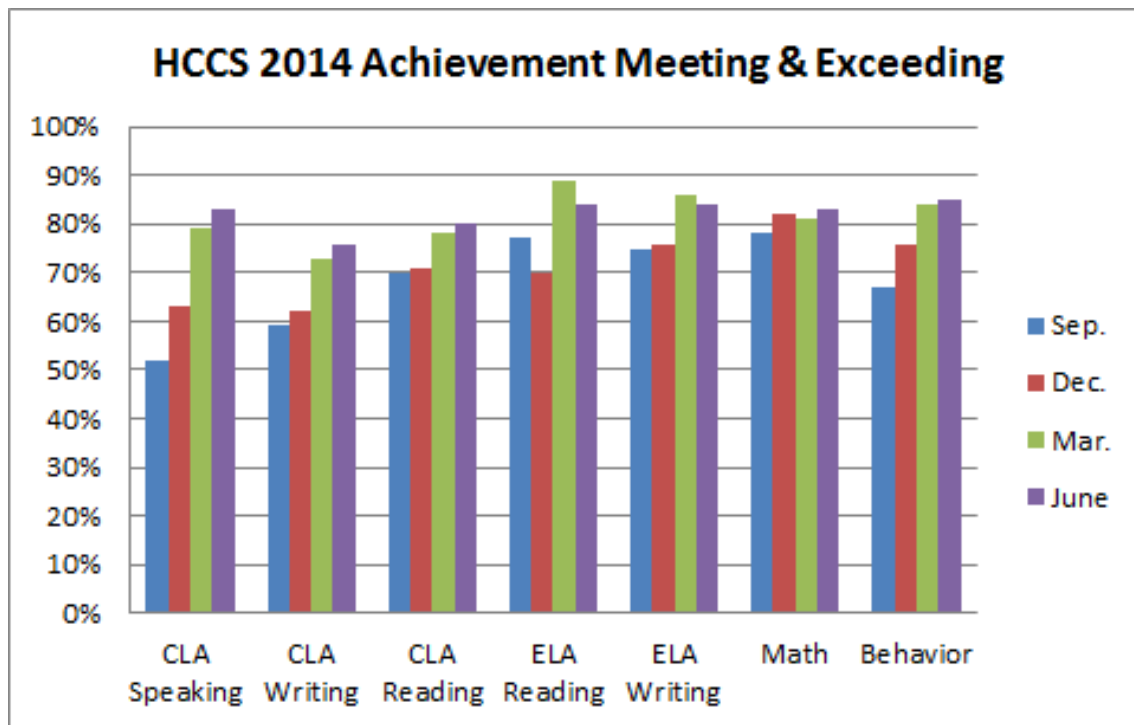
Qualifications: Xiaomei taught English at Linchuan No. 1 Middle School for 3 years. She is an active teacher in her school community and received awards in numerous contests. She is here on a grant from the Teachers of Critical Languages Program for one year. She hopes to learn more about U.S. teaching methodologies and American culture, while sharing her knowledge of Chinese language and culture.

Appendix A

School Achievement Data

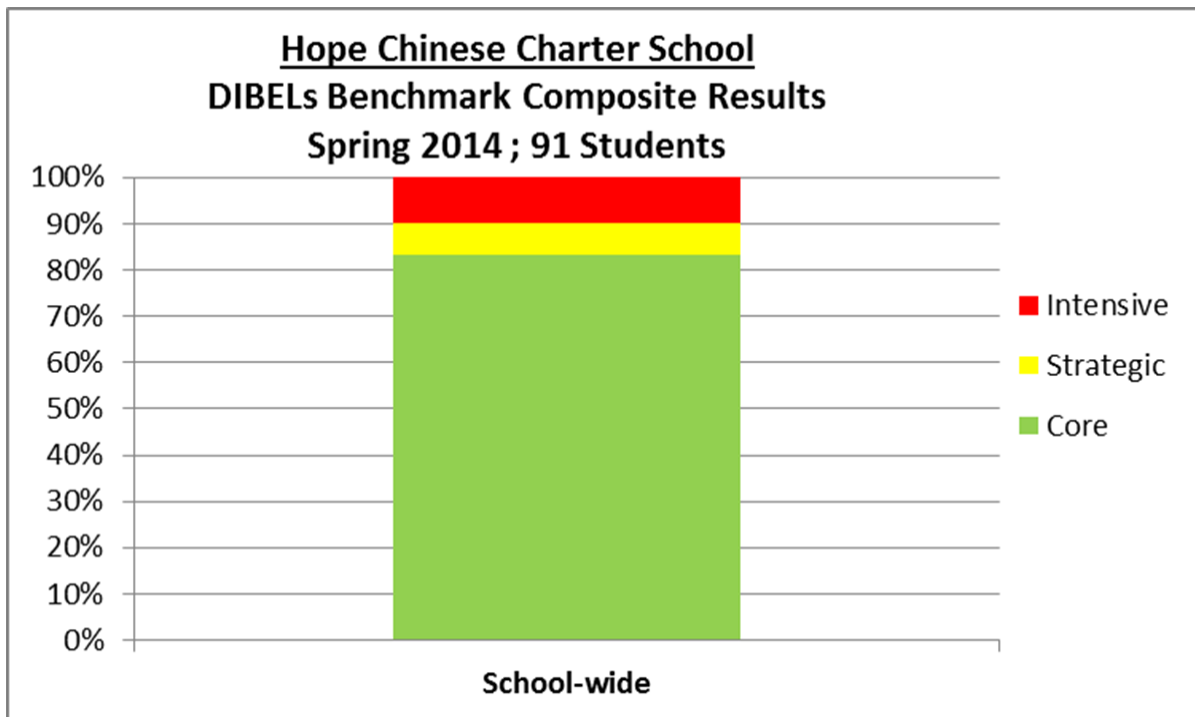
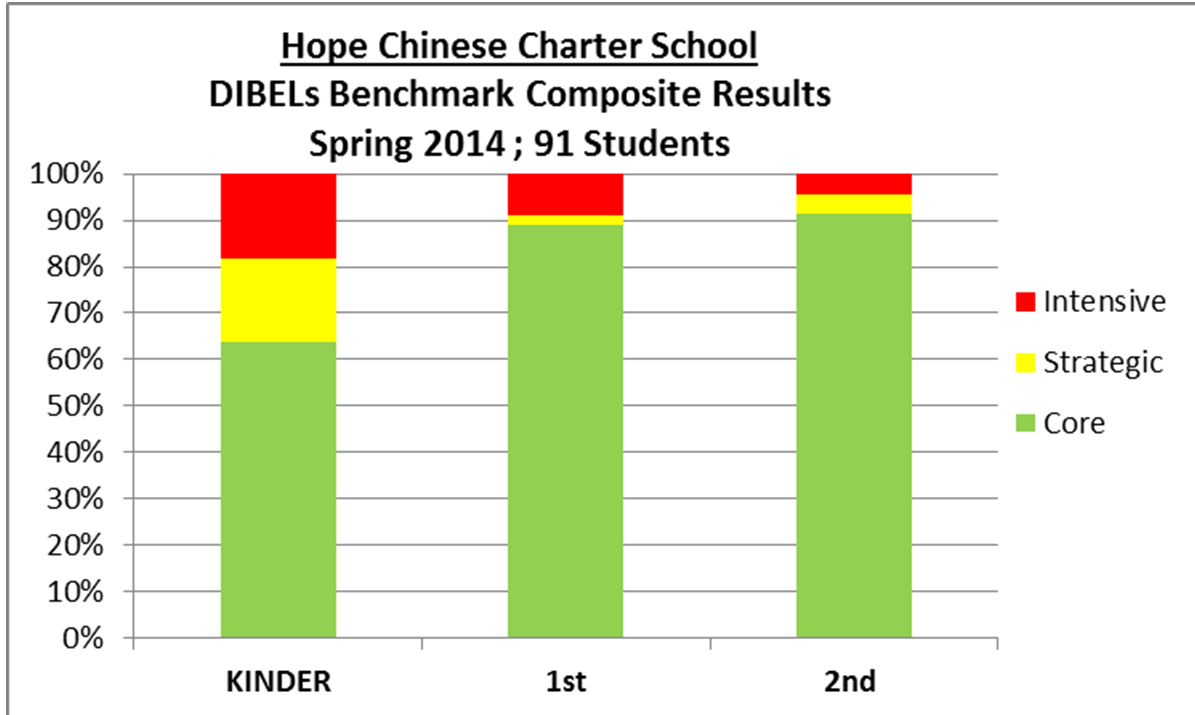
The following graph depicts the overall achievement of students in grades K-2 throughout the 2013-2014 school year based on teacher assessments and end of unit assessments. There are no state assessments because we have no students in grades 3 or above.

There were increases in all areas. A slight decrease is noted from March to June in ELA reading and writing. This is mostly from the results of the kindergarten class. We changed the teacher in March and we suspect some inaccurate data was reported for the DRAs in Dec and March. From our data, Dibels and DRA scores are relatively close; however, Kinder March Dibels was 48% while Kinder March DRA was reported as 96% which is drastically different. DRA scores are reported in the graph for Dec, Mar, and June.



English Reading Results: DIBELs Assessment

The following charts show where each of our K-2nd grade students were assessed using DIBELs. Core students are meeting and exceeding the goals, Strategic students continue to need more focused direct instruction while the Intensive students continue to receive more small group or individual intervention.

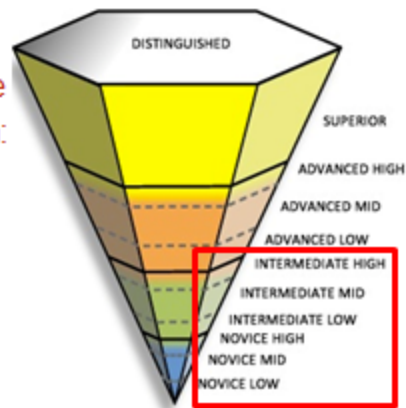


Chinese Language (Speaking/Listening): SOPA/ELLOPA Evaluation of Results

The SOPA/ELLOPA tests are based on the ACTFL Proficiency Guidelines, so our scores can be compared to these nationally standardized levels.

ACTFL Proficiency Guidelines

- American Council on the Teaching of Foreign Language
- Immersion Chinese classroom: Start enter the Intermediate level at 2nd Grade



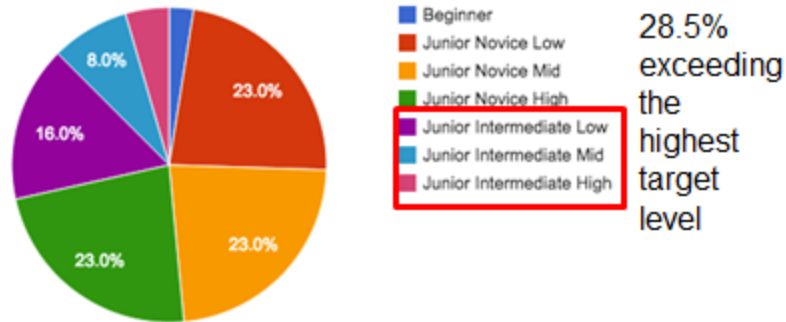
HOPE

At the end of our first trimester in 2013, 63% of our students were meeting or exceeding expectations for speaking Mandarin as was measured by teacher assessments. By the end of the year, we achieved 89% as measured by the national proficiency test. Of our 89% meeting and exceeding expectations, 70% of those students have no Native speaker

in the home. The following graphs represents a summary of the results of our testing grade

Success in the Year of 2013-2014

■ SOPA results (K – 2)



Kindergarten: 96% at/above Novice Low
 First Grade: 81% at/above Novice Mid
 Second Grade: 91% at/above Novice High

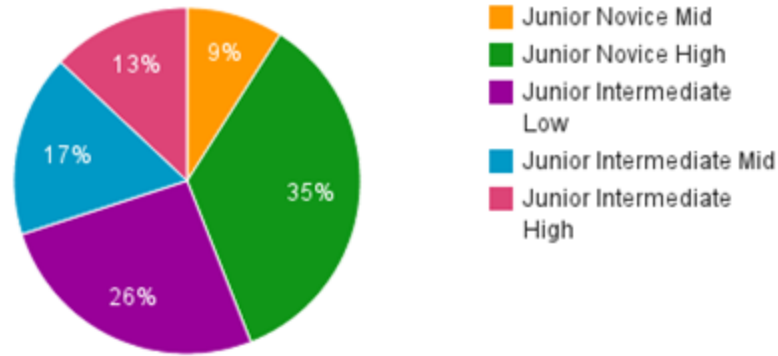
levels K-2.



Each of the following graphs show that a high percentage of our students have met or exceeded the expectations for their grade level in Mandarin speaking proficiency. The target achievement for each grade level is as follows:

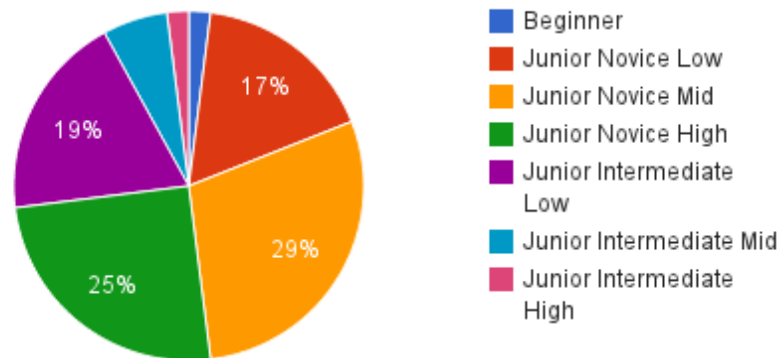
In our second grade class, 91% of the students met or exceeded expectations by reaching the Junior Novice High level or greater. This class had achieved 84% achievement in Chinese Language speaking last year as measured by teacher made assessment. There were no New to Chinese students in the second grade class.

2nd Grade SOPA Scores, May 2014



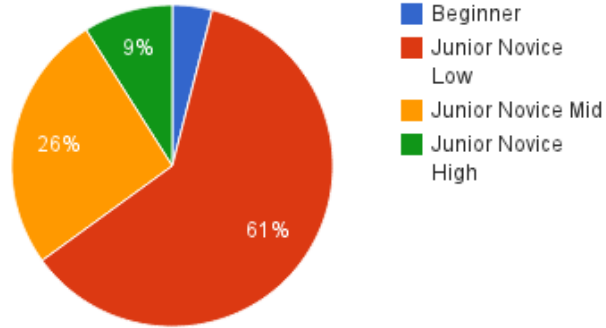
The two first grade classes had 81% of the students meeting or exceeding expectations at the Junior Novice Mid level. This is similar to the 80% achievement these classes had last year as measured by our teacher made assessment. There were 2 New to Chinese students in one of the 1st grade classes this year.

1st Grades SOPA Scores, May, 2014



The Kindergarten graph shows that 96% of the students were meeting or exceeding our expectations by being proficient at the Junior Novice Low level or higher. Our school goal was to have 84% meet or exceed expectations, so we exceeded our goal by 10%. 63% of our kindergarten class came in having no Chinese language experience prior to this school year.

Kindergarten ELLOPA Scores May 2014



Appendix B

Hope Chinese Charter School	
Profit and Loss	
July 2013 - June 2014	
	Total
Income	
1510 Interest and Dividends Income	220.14
1620 Food Services - non reimbursable	32,766.10
1700 Extracurricular Activities Rev.	312,542.51
1920 Contributions Income	201,140.22
3101 SSF - General Support	461,791.00
Non Profit Income	1,105.00
Total Income	\$1,009,564.97
Gross Profit	\$1,009,564.97
Expenses	
1111000 Primary (K-3)	304,448.50
1113000 Elementary Extracurricular	135,484.10
1440400 Summer Program Supplies/Materials	4.00
2240000 Instruct Staff Development	7,668.70
2300000 General Administration	32,484.44
2400000 School Admin	103,900.40
2500000 Support Services	808.86
2540000 Bus-Operation/Maint Plant	79,894.70
2660000 Technology Services	689.83
3120000 Nutrition Costs	27,936.79
Total Expenses	\$ 693,320.32
Net Operating Income	\$ 316,244.65
Net Income	\$ 316,244.65

Hope Chinese Charter School Balance Sheet Summary

As of June 30, 2014

	Total
ASSETS	
Current Assets	
Bank Accounts	636,794.39
Accounts Receivable	1,571.00
Other current assets	6,791.18
Total Current Assets	\$645,156.57
Other Assets	5,325.79
TOTAL ASSETS	\$650,482.36
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	18,227.77
Other Current Liabilities	92,903.26
Total Current Liabilities	\$111,131.03
Total Liabilities	\$111,131.03
Equity	539,351.33
TOTAL LIABILITIES AND EQUITY	\$650,482.36