



September Progress Report

Presented to Beaverton School District

September 16, 2013

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Summary of Achievement of Hope Chinese Charter School Students

Hope Chinese Charter School (HCCS) uses a variety of assessment tools continuously to ensure that our students are showing demonstrated growth in their learning. The basis of student growth is measured using Beaverton School District Learning Targets and Common Core State Standards as a baseline.

At the beginning of the school year, we complete assessments in DIBELS, DRA, and Woodcock Munoz. We are in the process of completing the Oregon Statewide Kindergarten Assessment. See Appendix A for the results of our initial DIBELS assessment.

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
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	Beginning, middle and end of the year

		also informs teacher of strategies used, and tracks progress throughout 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 2012/2013 and 2012/2013 school year

HCCS' fiscal calendar runs from July 1 to June 30. The profit and loss attached to this report are for the fiscal year ending June 30, 2013. The balance sheet is as of June 30, 2013. We have contracted with Pauly Rogers and Co. PC to audit our financial records for the year ended June 30, 2013. The audit is still underway and when the audit is complete, we will provide the report to BSD.

We are currently updating our 3 year budget. With the generous donations from our parents and community, we are able to balance our budget for the 2013/2014 school year. We are currently working with our parents, community and PTO to work on fundraising to close the gap for the subsequent years.

In accordance with ODE requirements, the accounting system was set up using the ODE approved general ledger accounts.

We are committed to quality education by having small class sizes of 24. Through the good works of our volunteers and the HCCS board, we were able to achieved almost full enrollment of 24 students in each classroom resulting in a total of 96 students enrolled during the first week of school.

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.

Proof of Insurance

Proof of insurance was submitted in a separate email on September 10, 2013.

Summary of 2013/2014 Classes and Enrollment

For the 2013/2014 school year, we have 1 kindergarten class, 2 first grade classes and a second grade class, with total enrollment of 96 students. Please refer to Synergy for a list of our students (names, address, school districts and legal guardian names).

Grade	Number Enrolled on 9/16/13
Kindergarten	25
1 st grade	48
2 nd grade	23
Total	96

Our annual calendar follows the BSD calendar except for the 4 days of school closures for parent/teacher conferences, currently scheduled for October 14, 15 and March 20, 21. 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.

Classes and Curriculum at Hope Chinese Charter School

Our Kindergarten through 2nd grade classes is taught in Mandarin 75% of the time by our native Mandarin teachers. Teachers translate any materials that are English based and reinforce the Chinese vocabulary. Classes included during that time are:

- Chinese Language Arts: Using immersion techniques, our native Mandarin speakers are using the following curriculum materials - Better Chinese (K), Happy Chinese (1st), Singapore Chinese (1st, 2nd).
- Math: Singapore Math is taught in grades K-2. Its balanced approach between conceptual and procedural understanding provides a strong foundation and is aligned with the Common Core Standards.
- Science: FOSS science provides a hands-on inquiry based approach to science and is also taught in grades K-2.
- Physical Education: Chinese teachers are using PE ideas from SPARK which emphasize overall health and incorporating cultural exercises as well. PE is taught twice a week.
- Art/Music: Art and music are connected to the thematic unit of study and is taught at least once a week.

English is taught by native English teachers and comprises 25% of the day. Classes taught during that time are:

- English Language Arts: English teachers use Harcourt Story Town scope and sequence for explicit instruction and small group materials. They also incorporate the Story Town templates for phonics and phonemic awareness. Teachers use these materials as part of the Daily 5 management for instruction in grades K-2.
- Social Studies and Health: Using the Common Core Curriculum Standards, social studies and health content has been included in our curriculum maps for grades K-2 so that content is taught through reading and writing.

Current Enrollment at Hope Chinese Charter School

As of September 13, 2013, we have 96 students in grades kindergarten through second grade.

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

White students: 34%

Black or African American students: 2%

Asian students: 34%

American Native students: 1%

Hispanic students: 8%

Students of 2 or more races: 21%

At the start of the year, 14% of the students were new to the Chinese language and 6% of the students required ELL instruction.

In addition, 4% of our students meet the criteria for free or reduced lunch.

Update of wait lists

We still have a wait list for kindergarten of 6 students. We have no wait list for first or second grade.

Summary of 2013/2014 Staff Training

Our teachers and staff had the opportunity to attend various training courses and conferences during the 2012-2013 academic year. We plan on continuing to invest in teacher training for the 2013/2014 academic year.

Positive Behavior Intervention and Support

We continue to use PBIS as our standard for behavior instruction and reinforcement. Our PBIS team is led by Chris Borgmeier, associate professor, in the Special Education Department at Portland State University and vice-president of the Northwest PBIS Network. Mr. Borgmeier led our staff training session in August. We kicked off the new school year with training students in the procedures and behavior expectations for each area of the school. Our Wisdom Seekers program uses a Tier 1 Level of Primary Prevention and a Tier 2 Level of Secondary Prevention as needed.

In addition to our Wisdom Seekers program, we are beginning to introduce Essential Learning Skills that we call Wisdom Seeker Characteristics. They include teaching of specific characteristics that will help children become world citizens, critical thinkers, team members, and leaders. The focus for our first trimester is in teaching empathy, a characteristic for becoming a world citizen.

Additional Training since the May 2013 Year End Report

Additional training is as follows:

Training	Date	Staff Attending	Hours	Purpose
Chinese Immersion Training – conducted by the	August, 2013	Wei Liu All Chinese Teachers and	36 hours - CI 3 hours – Shen Yin	To train teachers in language immersion techniques and

Confucius Institute at PSU, and Shen Yin, lead Chinese teacher at Woodstock Elem.		English Teachers		teaching strategies
Synergy – conducted by BSD	August, 2013	All teachers	1 hour	To train school administration and teachers on the use of Synergy
PBIS – conducted by Chris Borgmeier	August, 2013 + continuous	All teachers	5.5 hours Plus bi-weekly 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
Singapore Math- Conducted by Cassandra Turner	August, 2013	All math teachers	15 hours	To ensure that teachers are instructed in teaching Singapore Math methods
FOSS Science – conducted by Julie Rickman and staff	September, 2013	All teachers	Monthly discussions within staff to coordinate teaching in Chinese and English vocabulary	To train teachers on the FOSS Science curriculum
Explicit Instruction and Classroom Engagement – conducted by Julie	September, 2013	All teachers	Monthly staff meetings and development days	To train teachers on active engagement and explicit instruction.

Rickman and staff				
Story Town Templates Training – conducted by Toni Fisher	August, 2013	All English Teachers	8 hours Plus ongoing support help.	To train English teachers to use direct instruction in teaching phonics aligned with the Harcourt Story Town Curriculum.
Curriculum Mapping – conducted by Hui Min of Rubicon	Continuous	All teachers	Ongoing support and training with curriculum development, teaching resources, and effective strategies	To assist teachers in developing and using the curriculum maps to plan for instruction and alignment with Common Core Standards
Daily 5 – conducted by Boushey & Moser	June, 2013	All English teachers	16 hours	To train teachers on the Daily 5 teaching strategies.
Google Apps – conducted by Naveed Bandukwala (board member)	continuous	All teachers and staff	Ongoing support with technical questions and equipment use	To train teachers on use of google apps which is the predominant IT system that HCCS uses.
Charter School Training – conducted by ODE and LOCS presenters	May 2013, August 2013	Julie Rickman, 2 teachers, and board members	24 hours	To train administrator & board in policy and procedures for operating a Charter School. Informing teachers about shared resources and training.
Educational Leadership and Principal	Summer, 2013 Continuous throughout the	Julie Rickman	4 credit hours Ongoing monthly meetings with	To develop leadership skills leading to an Initial

Mentorship – conducted by ELP at PSU and Patti Book	school year.		Patti	Administrator License, and mentoring 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 teachers	4 hours	To ensure teachers and staff were properly trained on First Aid and CPR
Blood borne Pathogens, Mandatory Reporting, Restraint and Seclusion – conducted by video	August, 2013	All teachers and staff	1 hour	To ensure teachers and staff were properly trained in the safety and care of students.

Goals for Improvement for 2013/2014 school year and beyond

After reviewing assessment data from last year we have written a School Improvement Plan that focuses on three areas, Chinese Language Arts, English Language Arts, and math. Please see Appendix C for the School Improvement Plan.

Assessment data from the previous year is included in Appendix A. The Fall DIBELS assessments have also occurred and the results are also attached to Appendix A.

HCCS values parent involvement and actively seeks feedback. During the 2012/2013 school year, board members and staff participated in and provided 2 information sessions 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 asked parents to share feedback and comments about school communications and programs in March and May of 2013 through online surveys. Responses to the February survey helped us fine-tune lunch

program menu items, support services, after-school enrichment and fee-based program options. Data from both surveys together were analyzed and reviewed by school staff and board members. Results indicated that parents wanted more information about safety procedures, more homework support, more information from teachers about schoolwork and communication about decision-making processes by school leadership. They also wanted more options on the school website and to interact more efficiently with it. As a result of 53 May survey responses from parents of 63 students, the improvements include:

- Parent-involved Site and Safety Committee that works more closely with Principal and Board.
- Clarification of committee structure with plan (still being developed) to improve communication about meeting, recommendations for the board and actions taken.
- Free Homework Club is now offered to limited number of students twice a week in all grades, instead of just once a week for first grade. We also provide homework help in our After School Care program and are training parents in the use of online tools for writing and identifying Chinese characters
- Increased amount of collaborative effort among teachers to communicate with parents about classroom activities and homework.

Annual surveys give HCCS measureable data to work with. Ongoing feedback and communications will support our School Improvement Plan and continue to involve the whole school community.

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:

Name	Position	TSPC License
Julie Rickman	Principal	Continuing Teaching License; Charter Administrator
Marcella Baldwin	Administrative Assistant	Not required

We have 7 teachers:

Name	Position	TSPC License
Tiffany Anderson	Kindergarten English teacher	Initial I Teaching
Huiqiong Su	1 st grade Chinese teacher	Charter Teacher Registry
Yuri Liu	1 st grade Chinese teacher	Charter Teacher Registry
Mindy Peterson	1 st grade English teacher (both classes)	Initial 2
Kylie Chen	2 nd grade co-Chinese teacher	Initial I Teaching
Jenny Lin	2 nd grade co-Chinese teacher	Charter Teacher Registry – in process
Emily Smith	2 nd grade English teacher & ESOL teacher	Initial I Teaching, ESOL endorsement

For confidentiality reasons, teacher and staff compensation, as well as licenses, and qualifications, are included in a separate attachment.

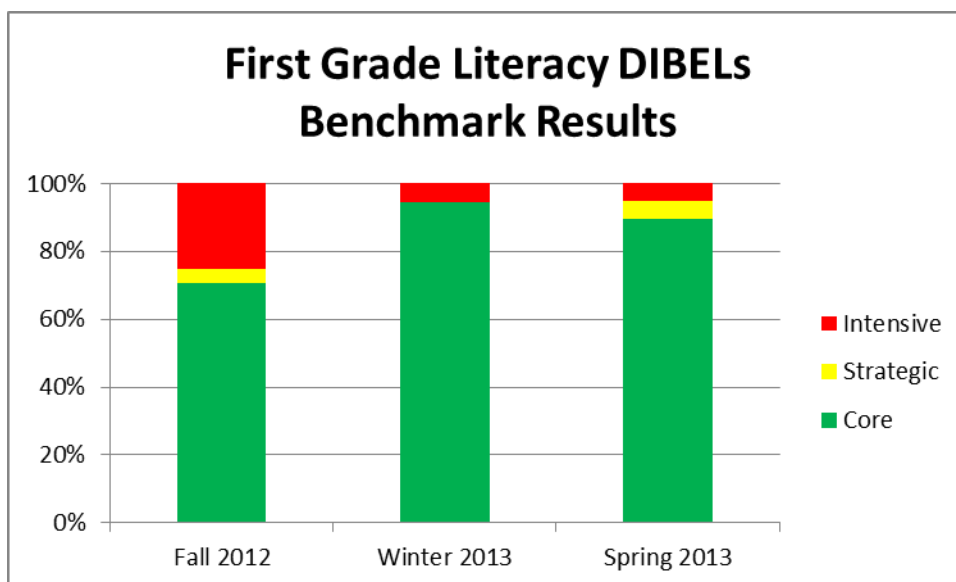
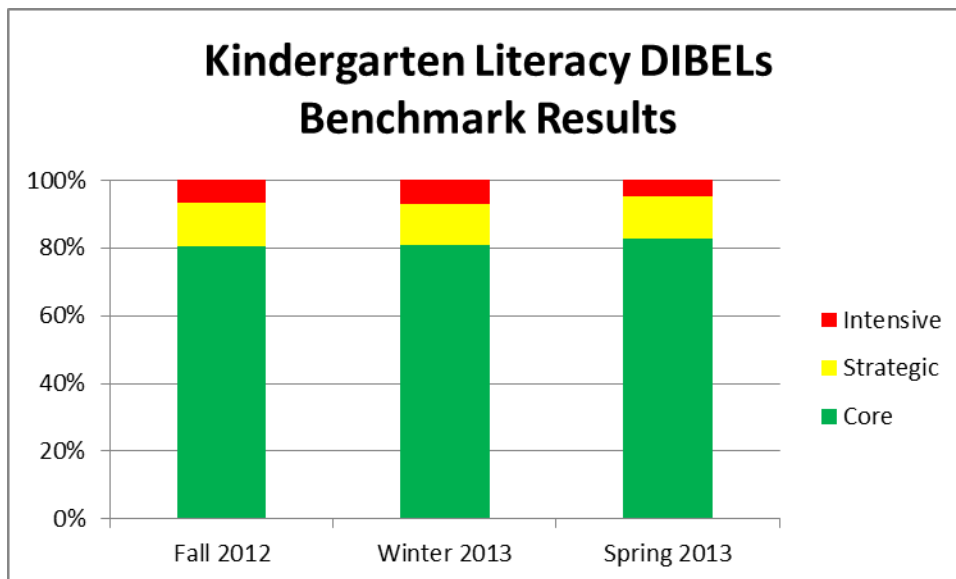
Appendix A

The following table details the assessments performed in the third trimester of the 2012/2013 school year for English (using DRA), Math and Chinese and the percentages of the students at each level.

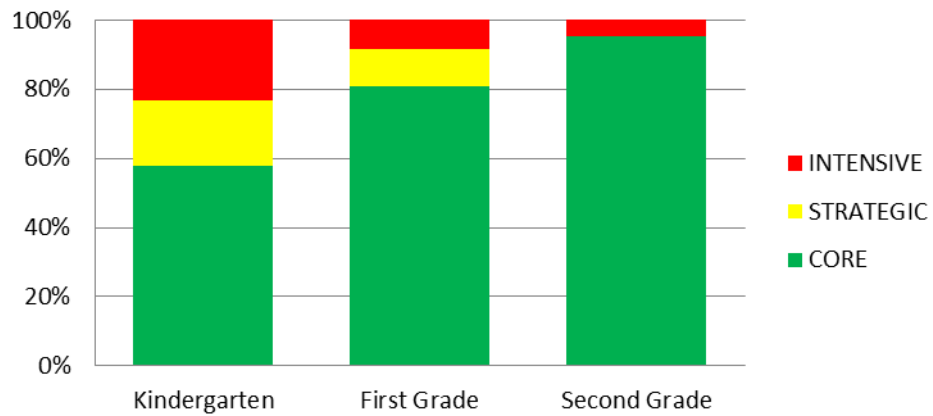
Class: Kindergarten	CLA Writing	CLA Reading	CLA Speaking	Math	ELA Reading (using DRA)
Developing	14%	16%	21%	14%	7%
Meets	67%	47%	51%	70%	38%
Exceeds	19%	37%	28%	16%	55%

Class: 1 st Gr.	CLA Writing	CLA Reading	CLA Speaking	Math	ELA Reading (using DRA)
Developing	5%	10%	10%	0	0
Meets	80%	55%	80%	90%	30%
Exceeds	15%	35%	10%	10%	70%

The following charts show a comparison of the 3 benchmark assessments taken during the 2012/2013 school year using DIBELS in each of the trimesters for the 2012/2013 school year and our initial assessment for the 2013/2014 school year and the percentages of students at each level.



Hope Chinese Charter School DIBELs Benchmark Results



Appendix B

Hope Chinese Charter School Balance Sheet As of June 30, 2013

	<u>Total</u>
ASSETS	
Current Assets	
Bank Accounts	
101 USNB- Ck	26,983.83
104 Paypal Account	4,193.11
105 OnPoint Checking	217,228.66
106 OnPoint Savings	5.00
107 OnPoint Preschool Checking	64,495.10
110 Preschool petty cash	0.00
Total Bank Accounts	\$312,905.70
Other current assets	
181d Prepaid Expenses	6,521.67
Total Other current assets	\$ 6,521.67
Total Current Assets	\$319,427.37
Other Assets	
191 Deposits - HCCS	5,325.79
390 Payroll Suspense	0.00
Total Other Assets	\$ 5,325.79
TOTAL ASSETS	\$324,753.16
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
421 Accounts Payable and Accrued Ex	10,826.65
Total Accounts Payable	\$ 10,826.65
Other Current Liabilities	
430 Accruals	15,000.00
471 Payroll Liabilities	17,939.94
472 PERS Payable	7,929.84
481 Prepaid Kindergarten	24,645.00
482 Prepaid Preschool	12,900.00
483 Prepaid Summer Camp	8,676.00
484 Prepaid supply fee	5,300.00
Total Other Current Liabilities	\$ 92,390.78
Total Current Liabilities	\$103,217.43
Total Liabilities	\$103,217.43
Equity	
3010 Unrestrict (retained earnings)	50,505.43
Net Income	171,030.30
Total Equity	\$221,535.73
TOTAL LIABILITIES AND EQUITY	\$324,753.16

Hope Chinese Charter School

Profit & Loss

July 2012 - June 2013

	<u>Total</u>
Income	
1510 Interest and Dividends Income	90.82
1620 Food Services - non reimbursable	25,908.32
1700 Extracurricular Activities Rev.	287,126.00
1920 Contributions Income	108,522.37
3101 SSF - General Support	225,388.00
Non Profit Income	308.00
Uncategorized Income	<u>0.00</u>
Total Income	<u>\$647,343.51</u>
Gross Profit	<u>\$647,343.51</u>
Expenses	
1111000 Primary (K-3)	204,568.04
1113000 Elementary Extracurricular	65,834.69
1440000 SummerProgram (K-3)	1,080.00
1440200 Summer Program Payroll Costs	254.62
2230300 InstructStaff-Assess/Test-Purch	476.72
2240000 Instruct Staff Development	4,281.56
2300000 General Administration	42,497.97
2400000 School Admin	57,641.14
2500000 Support Services	688.94
2540000 Bus-Operation/Maint Plant	71,324.30
2660000 Technology Services	2,074.16
3120000 Nutrition Costs	<u>25,591.07</u>
Total Expenses	<u>\$476,313.21</u>
Net Operating Income	<u>\$171,030.30</u>
Net Income	<u>\$171,030.30</u>

Appendix C

2013-2014 School Improvement Plan - Elementary			
School Name: Hope Chinese Charter School			
<p>SMART Goal: During the 2013-2014 school year, all students will make measureable progress in Chinese Productive Language Skills (Writing and Speaking). Increase the number of kindergarten “New to Chinese” case students who meet and exceed expectations from 49% to 70% as measured by a summative language screening. Increase the number of first grade case students who meet or exceed expectations from 80% to 90%. Second grade students will meet or exceed expectations at 95%.</p> <p>Key Content: Chinese Productive Language Skills</p>			
<p>CCR Strategy 1: Inclusive Classrooms</p> <p>Teachers will provide intervention support for those who are not mastering vocabulary weekly. Teachers will also increase opportunities for children to speak in Chinese through authentically engaging learning activities.</p>			
<p>CCR Strategy 2: Standards-Based Learning System</p> <p>Chinese teachers will use a standard assessment for measuring speaking and writing skills. English and Chinese teachers will introduce vocabulary in their language and utilize a consistent and engaging method for teaching vocabulary.</p>			
<p>CCR Strategy 3: Learning Teams</p> <p>Chinese and English teachers will meet in grade level teams monthly to plan content area vocabulary words for math and science. Teachers will also use a data team format and weekly formative assessments to guide instruction monthly.</p>			
Equity	Collaboration	Innovation	Excellence

2013-2014 School Improvement Plan - Elementary

School Name: Hope Chinese Charter School

SMART Goal: During the 2013-2014 school year, all students will increase reading achievement by at least 1 level as measured by DIBELs and DRA. Increase the number of kindergarten case students who are proficient in reading English from 58% to 75% as measured by DIBELs and DRA. Increase the number of first grade case students who are proficient in reading English from 80% to 90%. Second grade students who are proficient in English language reading will increase from 95% to 98%.

Key Content: English Reading Skills

CCR Strategy 1: Inclusive Classrooms

Teachers will provide intervention support for those who need more instruction by using Harcourt Story Town Decodable books for Kindergarten and Phonics for Reading in 1st or 2nd grade.

CCR Strategy 2: Standards-Based Learning System

English teachers will use Harcourt Brace, Story Town Curriculum Guide for systematic English language arts instruction and overlay template instruction to increase proficiency in phonemic awareness, phonics, and vocabulary.

CCR Strategy 3: Learning Teams

English teachers will meet monthly in a data team format to review students progress and guide instruction.

Equity

Collaboration

Innovation

Excellence

2013-2014 School Improvement Plan - Elementary

School Name: Hope Chinese Charter School

SMART Goal: During the 2013-2014 school year, all students will make measureable progress in mathematics. Increase the number of kindergarten case students who meet and exceed in math from 86% to 92%. Increase the number of first grade case students who exceed in math from 10% to 15%. Second grade students meeting and exceeding in math will be 100%.

Key Content: Math Skills

CCR Strategy 1: Inclusive Classrooms

Chinese and English teachers will explicitly teach math vocabulary.

CCR Strategy 2: Standards-Based Learning System

Teachers will use strategies to authentically engage students with concrete objects, pictures and then abstract mathematical concepts using the Singapore Math guide and materials.

CCR Strategy 3: Learning Teams

Teachers will use a data team format and weekly formative assessments to review student progress and guide instruction monthly.

Equity

Collaboration

Innovation

Excellence