

HOPE CHINESE SPRING PROGRESS REPORT

POLICY ISSUE/SITUATION

As specified in its charter (section 12.2.2) Second Year of Operation and Subsequent Years, Hope Chinese has provided the required information which is summarized on the attached pages.

BACKGROUND INFORMATION:

This report includes a summary of anticipated results for the school year, the improvements made during the school year in the operations of Arco Iris, and the projected ADM for the 2014-15 school year. Also included is the information below:

- (a) A summary of the achievement of Arco Iris students;
- (b) A financial update for AISICS;
- (c) A summary of classes available and classes intended to be added;
- (d) The current enrollment at Arco Iris;
- (e) Update about any wait lists for students;
- (f) A summary of training given to and received by staff and teachers;
- (g) Goals for improvement for the current school year and beyond;
- (h) A summary of the staff at Arco Iris and their qualifications; and
- (i) Any other information requested by the Board in advance or at the Board meeting.

RECOMMENDATION:

(15-531) It is recommended that the Board receive the report.



2014/2015 April Progress Report

Presented to Beaverton School District

April 27, 2015

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Introduction and Reflection

So far in this 3rd year of operations for our school we've concentrated on making improvements in our communications, volunteer support, and support for struggling learners. Our most exciting development has been securing a new location for our school for the 2015/2016 school year which should be able to house us for at least 10 years.

Our most effective communication change has been to collect all of our teacher's weekly news into one email communication for our parents to easily access information. We use Mailchimp to do this so we can also see how many people are reading the news. We started a blog and work is still in progress to improve our web-site as well.

To track volunteer hours and to be able to advertise needs, we started using Help Counter this year, tracking over 6,000 hours of volunteer service from September through the end of March. Some of this volunteer time has been support from education professionals like Chris Borgmeier and Amanda Sanford from Portland State University, Patti Book and Cathy Bernhard retired from BSD.

Finally, to support our struggling learners we spent more time getting our RTI system organized, selecting additional materials, and have dedicated more staff time to work with small groups and individuals. Amanda Sanford has been a great help in this area.

Summary of Achievement of Hope Chinese Charter School Students

In 2014 we assessed our student's Mandarin speaking and listening skills with the Student Oral Proficiency Assessment (SOPA) and the Early Language Listening Oral Proficiency Assessment (ELLOPA) for the first time to establish a base-line of achievement for our school. As of April, 2015 the SOPA and ELLOPA were given again. Scores are not yet available.

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

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

In addition, 8 out of 19 of our third grade students voluntarily took the Hanyu Shuiping Kaoshi (HSK) Chinese Proficiency Test in reading and writing by the beginning of April. More students will take the test later this spring. HSK is an international standardized exam that tests and rates Chinese language proficiency. HSK assesses non-native Chinese speakers' abilities in using the Chinese language in their daily and academic lives. HSK consists of six levels based on the amount of vocabulary they have mastered to successfully communicate and comprehend written information.

This will also be the first year for our third grade students to be assessed by the Smarter Balanced Assessment for English reading, writing, and mathematics. We should be able to report all of these scores in our September report.

Achievement results from the 2nd trimester are attached in Appendix A. With exception of English reading, these results are based on our classroom summative tests, not on any standardized tests. English reading is based on the DIBELS assessment in late January. Because our students are still so young, only our 3rd graders will be taking their first standardized test, the Smarter Balanced Assessment, in a couple of weeks.

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	Informs teacher of characters mastered and	Beginning, middle and end of the year

	ability and understanding	tracks progress throughout the year.	
HSK - Chinese Language Reading and Writing Assessment	Assesses students' level of proficiency with written Chinese language	Tracks students' progress from year to year	End of the year summative assessment
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Assesses English reading fluency and comprehension	Tracks students' progress throughout the year and assists teachers in determining students requiring further intervention.	Beginning, middle and end of the year
Development 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	Guides teaching strategies for daily learning at an individual/group level.	Bi-Weekly.

	to the Singapore Math curriculum.		
Progress Reports	Shows individual child's overall progress in all subject matters (including PBIS) throughout the year.	Demonstrates to parents the students' individual progress and pattern of growth throughout the year.	Produced each trimester. Parent/teacher conferences occur twice per year.

Financial Update for 2014/2015 school year

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

We have persisted in our fundraising efforts. Our fundraising efforts have raised \$118,000 so far. Our fee-based programs benefit the community and the school in providing before/after care, preschool, morning kindergarten and summer school. The combined programs raised an additional \$212,000.

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

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

We have signed a new lease to move to a larger space that will accommodate our growing school. The lease allows us to move into the space over 3 years. Nonetheless, moving into a dedicated space will cost much more than the smaller shared space that the school is currently occupying. This has resulted in a higher fundraising target this year. We fund raise in the current year for the next school year. Our current fundraising target for the year is \$335,000.

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; we are trending at \$111,000 below budget. The year to date surplus as of March 31, 2015 is \$109,000.

At the same time, we continue to take action to ensure we meet the fundraising targets by looking for ways to increase revenue for the next year as well as cut unnecessary costs to ensure we operate on a balanced budget. The Board approved raising the class sizes by 2 students per class for the 2015/16 school year. This would result in class sizes of 26 students per class. PERS continues to be a significant burden to our expenses and we continue to look for ways to reduce the impact of PERS on our financial statements. In addition, we have approximately \$640,000 in cash of which some of it can be used to balance the budget if necessary.

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 116 students. We started the year with 112 students, have had 0 attrition since the beginning of the school year, and were able to accept 3 new students into second grade and 1 new student into kindergarten. Of our current enrollment, 29 are out of district and 87 are in district.

Please refer to Synergy for a list of our students.

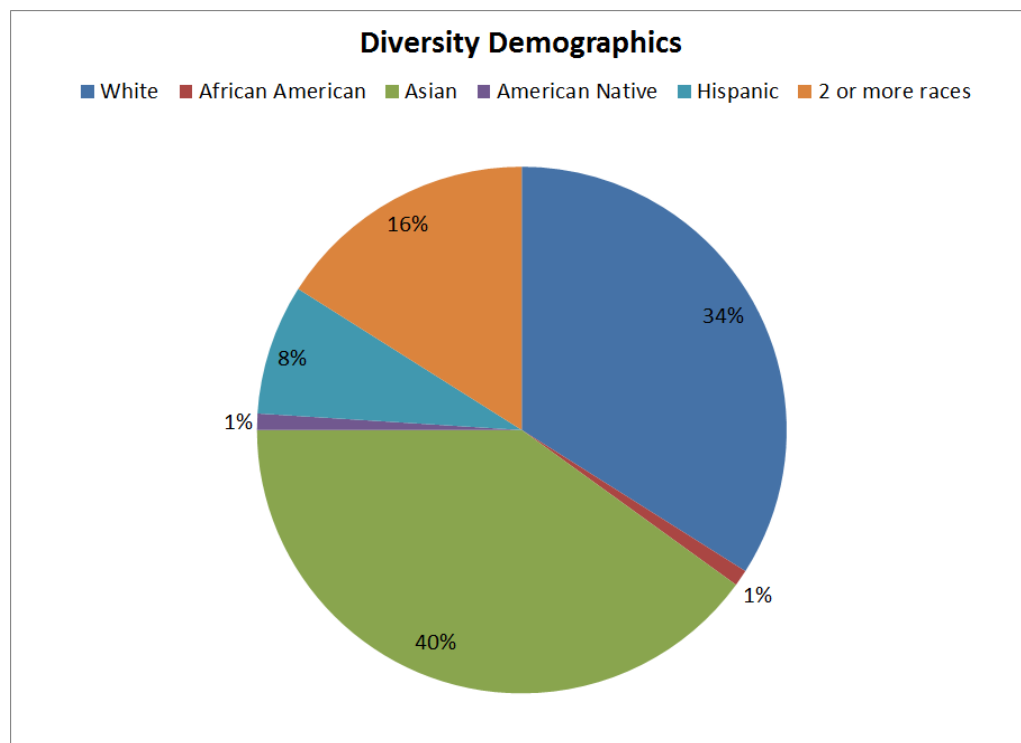
Our annual calendar follows the BSD calendar. Our daily schedule is from 8:30-3:30 Monday to Thursdays and 8:30-2:30 on Fridays. The teachers use the hour early release on Friday for staff meetings and to coordinate lesson plans amongst the teachers.

2014/2015 Current Enrollment at Hope Chinese Charter School

Grade	Number currently Enrolled
Kindergarten	25
1st grade	24
2nd grade	48
3rd grade	19
Total	116

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

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



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

Lottery Process and Update of wait lists

As a charter school, we are a school of choice. We feel fortunate to be gaining recognition around the community; interest in our school is building as we had 115 new applications for the 2015/2016 school year. Abiding by the state guidelines for our lottery system, we do not discriminate against any applicants on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special needs, proficiency in the English language or prior academic achievement when recruiting or admitting students. Applications were accepted from January 5th through March 2nd. Every application is given a number. On March 6th we used the computer to randomly generate the number order with the following priorities:

1. Current HCCS students - Tiny Dragons preschool is NOT considered a current student because they are a part of our private program. Parents are well informed about this from the beginning.
2. Siblings of current students
3. Beaverton School District Residents
4. Other School District Residents

The following table shows the results of our lottery for 2015/2016 school year. With the recent decision to increase class sizes by 2 students, we will be accepting an additional 2 students from the current wait list into each class.

2015/2016 Enrollment		
Grade Level	Number of students accepted	Current Wait list
Kindergarten	48	35
First	25	17
Second	24	11
Third	48	2
Fourth	19	2
Total Students	164	67

Summary of 2014/2015 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.

Core Academic Subjects

- **Chinese Language Arts** - Teachers use Singapore Chinese materials for scope and sequence of instruction for reading and writing. ACTFL proficiency guidelines have been used to develop speaking targets for each grade.
- **English Language Arts** - Our primary learning materials and scope and sequence for instruction comes from the Harcourt Story Town. Teachers use direct instruction to teach skills in reading, writing, and phonics. Using the Daily 5 management system, students practice each of these skills in application daily. We are using Zaner-Bloser handwriting materials for K-1st. All grades are using the Lucy Calkin's Units of Study in Opinion, Information, and Narrative Writing which is aligned with Common Core Standards.

- **Math** - Singapore Math Common Core edition is being used in all grades. Singapore Math focuses on building concepts as well as teaching procedures with deep understanding. Students use manipulatives, then pictorial representations, and then numeric symbols to demonstrate math understanding.
- **Science** - FOSS science kits provide teachers with a scope for lessons as well as hands-on materials for experimenting. Students work through the scientific process in each unit.
- **Social Studies** - This year our English teachers have taken the Social Studies standards and learning targets and incorporated them into the English Language Arts content. Our Chinese teachers focus on integrating Chinese culture into their language arts lessons.
- **PE** - Using some of the SPARK lesson ideas, Chinese teachers are leading physical education activities because it is great practice for students to use the physical response when listening and participating while all instructions are given in Chinese.
- **Technology** - English teachers in grades 2-3 are integrating computer skills and keyboarding practice with English Language Arts text editing and research.
- **Art/Music** - Both English and Chinese teachers integrate art and music with lessons related to the cultural and language arts.

Special Programs

- **Assemblies** - We have bi-weekly PBIS assemblies where we honor students who have been Kind, Safe, and Responsible. We also use this opportunity to celebrate other school recognition and teach about the Wisdom Seeker characteristics that we're focusing on.
- **Award Ceremonies** - At the end of each trimester, four students are chosen from each class that best represent the characteristics of a Wisdom Seeker. The four awards are for World Citizen, Leader, Team Member, and Critical Thinker. Families are invited to attend this special assembly.
- **Buddy Program** - Our Kindergarten and 2nd grade students are reading buddies with each other and get together to share reading together.
- **Homework Club** - Free Homework Club occurs 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 also went on a field trip this year as it related to their studies. Students in Kindergarten and 1st grade went to the Tillamook Forest, while 2nd and 3rd grade attended the Portland Youth Philharmonic. A visit from OMSI will be happening in May for Kindergarten and 1st grades.
- **Cultural Exchange** - This year we sent 2 of our Chinese teachers to Arco Iris to give a presentation about Chinese New Year. A teacher from Arco Iris is scheduled to come to Hope for a presentation about Cinco de Mayo.

- **Performances** - Our students also participate in 3 performances per year. For each of the major Chinese holidays, and toward the end of the year, students learn songs, poems, dances, and skits, often helping to make the sets or decorations and then perform for our parent community.
- **Visiting Artists** - In April and May we have scheduled a special Chinese music teacher to visit each class for a lesson using musical instruments. We have also scheduled Chinese author and illustrator, Ann Howard to read her latest bilingual children's book and show children how she created the art work for the book.
- **Sister School** - Hong Yu Chai, of Starbridge, gave a presentation to the 2nd and 3rd grade classes about Portland's Sister City Suzhou and their cultural uniqueness. This is the same city where we have our Sister School, Xinsu Normal School of Jiangsu in Suzhou, China. We continue to exchange post cards with the students and a webpage set up to communicate what is happening in our school and view what they are doing. We also plan to Skype with them later this school year.

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

Community Involvement

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

Summary of 2014/2015 Staff Training

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

Positive Behavior Intervention and Support - Wisdom Seekers

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 – Confucius Institute, PSU Shen Yin, PPS	June 21-22, 2014 Confucius Inst. Aug. 26, 2014 Shen Yin	8 Chinese Teachers	17 hours each	To train teachers in language immersion techniques and teaching strategies
Chinese Language Training CLC - San Francisco NCLC - Atlanta	April 10-11, 2015 CLC April 16-18, 2015 NCLC	Yuri Liu, Christina Li Jenny Lin, Xiaomei Chen	12 hours each 16 hours each	Conference to provide current information on Language teaching strategies, curriculum materials & networking
Mentor Teacher Training Teachers of Critical Language Program - US State Dept.	Aug. 5-7, 2014 in Wash., D.C. Oct. 23-24, 2014 in Philadelphia	Jenny Lin & Xiaomei Chen	16 hours each	To train teachers on how to counsel guest teacher, understanding contract requirements.
PBIS – Chris Borgmeier, PSU	August 25, 2014 + quarterly staff meetings and continuous counseling support for teachers and administration	All teachers & Administration	5 hours + 1 hour quarterly staff meetings. Plus monthly discussions within staff	To train teachers on the school-wide behavioral procedures, guidelines and to support teachers as the school year progresses to ensure consistency in practice

Emotional Intelligence Training - Suzanne & Garth Mackzum	Jan. 26, 2015	All teachers & Administration	2 hours each	To provide training in understanding and teaching strategies for children with emotional sensitivities
Singapore Math- Cassandra Turner, SM Trainer	August 27-28, 2014	11 teachers	14 hours each	To ensure that teachers are instructed in teaching Singapore Math methods
Math Training - Cathy Bernhard, retired Math Consultant, BSD	Nov. 10, 2014 + ongoing staff meetings and observations for follow up	12 teachers	5.5 hours each plus ongoing support	To train teachers in differentiated math instruction, Common Core strategies, and Smarter Balanced Preparation
Daily 5 and CAFE Training Joan Moser and Gail Boushey "The Sisters"	June 26, 27, 2014 - Federal Way, WA	4 English Teachers	11 hours each	To train teachers in the Daily 5 Literacy Management and Reading instruction strategies.
RTI Training – DIBELS, Progress Monitoring, Reading Mastery, Read Well Amanda Sanford, PSU	On going 3 days a week at HCCS Jan. 26, 2015 Staff Development April 24, 2015 Staff Development	Julie Rickman and all English teachers	10 hours + ongoing support and counsel	To train teachers on the RTI process, program development, progress monitoring, and materials instruction
English Writing Training -	Aug 18-19, 2014 +	Mindy Peterson All English Teachers	14 hours + Trimester staff Meetings to	To train teachers in writing process and use of Lucy Calkins

Writing Project - BSD			calibrate writing assessments	writing curriculum and assessments.
ESL Training and Testing – BSD	Aug. 28, 2014 Fall & Spring 2015	Julie Rickman Mindy Peterson (ELL Teacher)	4 hours 8 hours	To train ESL teacher on unpacking ELP standards for ESL students
Kindergarten Assessment - ODE	August, 2014 - on-line	Jeannine Rafferty	4 hours	To train teacher to give the state-wide assessment
Smarter Balanced Assessment - SMBA Symposiums, Univ. of Portland	Aug, 19, 2014 Jan. 15, 2015	Julie Rickman Julie Rickman, Jenny Lin, Mindy Peterson, Elizabeth Gelsinger	2.5 hours 8 hours each	To train teacher s in different aspects of the test and Common Core based instruction
Technology Training - Google Summit, Portland Mail Chimp Training, HCCS Roy Heywood	Oct. 10, 2014 Dec. 12, 16, 2014	All teachers, Administrator, and Admin. Asst.	6 hours each 2 hours each	To assist teachers & administrators in using Google apps and Mail Chimp to streamline communications with parents and effective electronic data use & storage
Administrator Training - BSD Leadership Training, Elementary School Principals Meetings & CEL trainings COSA Conference Mentoring by Patti Book,	June 24, 2014 Aug. 13, 2014 Monthly Meetings Oct. 19-21	Julie Rickman	7 hours 7 hours 4-7 hours monthly 14 hours apx. 4 hours/month	Keep Administrator informed of District priorities and teacher evaluation training To gain information on leadership for Common Core based instruction. To advise and mentor on many

Principal Emeritus, BSD	Continuous monthly basis			administrative issues.
First Aid/CPR – Scott Taube, TVFD	Aug. 19, 2014	10 staff members that needed re-certification	5 hours	To ensure teachers and staff were properly trained on First Aid and CPR
Safety Training– on-line resources	Aug. 18 -19, 2014	All teachers and staff	1.5 hours	To ensure teachers and staff were properly trained in reporting suspected child abuse, non-restraint of children, and blood borne pathogens

Improvement Results for 2014/2015 School Year (so far)

The goals listed below were established last year with input from our teachers and Principal. Progress toward these goals are an ongoing focus with the ultimate goal of continuous growth in student achievement. Our School Improvement Plan for the 2014/2015 school year has 3 goals. Following are each goal and results from our strategies.

SMART Goal 1. During the 2014-2015 school year, all students will make measurable progress in Chinese Language Arts speaking skills as measured by the ELLOPA/SOPA. Increase the number of students who meet and exceed expectations from 89% to 93%.

SMART Goal 2. During the 2014-2015 school year, all students will make measurable progress and students who are proficient in reading English will increase from 84% to 88% as measured by Dibels composite score.

SMART Goal 3. During the 2014-2015 school year, all students will make measurable progress in mathematics as measured by Singapore Math unit tests in grades K-2 and Smarter Balanced Assessment for 3rd grade. Increase the number of students who meet and exceed in math from 83% to 87%.

- a. HCCS staff will take actions to support students in their **character development** and in creating a positive and supportive learning environment: (Details in our SIP)

Results: Even though we followed through on instituting new strategies, we were not able to reduce the number of minor referrals from an ave. of .75 a day to .5 a day. We are at 1.0 per

day with most referrals coming from kindergarten and 1st grade classrooms. We are working in this area with individual students, with teachers in reteaching expectations and playing the “Behavior Game”. Several children with behaviors affected by a disability have been identified and evaluated over several months and now have Individual Education Plans that address the special needs. We also teach specific Wisdom Seeker characteristics that build World Citizens, Leaders, Team Members, and Critical Thinkers.

b. HCCS staff will implement standards-based and research-based **teaching strategies**:

Results - Our focus for teaching strategies was aligned with the Center for Educational Leadership teacher evaluation rubric (5D+). We focused on Student engagement strategies, having a observable system and routine for recording formative assessment data, and communicating the learning target to the students. I was able to observe differences in the teachers’ lessons as they tried to keep the students engaged by using “Think, Pair, Share” or using individual white boards to have students “Show Me”. Some teachers are still developing in areas where they can differentiate more for individual students needs and making good use of teacher’s assistants in guiding small group instruction.

c. HCCS staff will implement **Professional Learning Team strategies**:

Results - We dedicated more time each month this year during our weekly staff meetings to designate 2 meetings a month for grade level teams to meet and then 1 meeting a month or on staff development days for language teams to meet. Language teams align assessments, discuss language curriculum, and discuss specific student needs. Grade level teams coordinate curriculum to share math and science vocabulary so English teachers can reinforce instruction that is taught in Mandarin. We also had data team meetings where we examined our results from math assessments and went through the data inquiry cycle to make plans for improvement. We focused on student’s problem solving strategies. Finally, we had great support this year from Amanda Sanford, Special Education Professor from PSU who lead staff development and provided assistance in developing our RTI structure and reporting. She also worked with our students who needed intensive intervention in English reading and provided staff support and training with intervention materials.

For our **qualitative assessment information**, see **Appendix A**.

Board Developments

In our third year, the HCCS School Board has focused on increasing the maturity and sustainability of our organization.

We started the 2014/15 school year by implementing a formal Board Governance Policy that defines how the school is governed.

Next, as a charter school, we are dependent on the volunteer support of parents and community members. To better leverage our volunteer base, we reiterated expectations and tracked each family's performance to their annual 30-hour volunteer commitment. The results to date have been amazing. Through the end of March, 127 volunteers contributed 6,070 hours of service to HCCS! This equates to ~48 hours, on average, per person. Our volunteers serve a gamut of critical functions including serving daily hot lunches to our children, fundraising, coordinating community events, site planning, IT support, board service, among many more important functions.

Another key milestone in our short history was achieved, as we signed a long-term lease for our new facility. Located at the site of the former Beaverton Elks Lodge, the facility is undergoing a complete interior renovation. We are fortunate to have found a new home that will support us as we gradually grow into our K-8 program.

We continue to work towards the Strategic Plan that was established last year. As a Board, the majority of our time is occupied by near-term priorities, and it has been challenging to dedicate our limited meeting time to focus on strategic issues. As a team, the board needs to figure out how to prioritize and devote more time to focus on developing and driving long-term strategies.

As we prepare for future growth, the board must add resources to make our organization more sustainable, and less reliant on volunteers in a few key areas. To that end, the board will hire two part-time resources. First an Executive / Advancement Director will focus on fundraising and outreach. In addition, the board will hire a Coordinator to manage and grow our fee-based programs, as well as complete critical back office reporting and coordination functions that have been supported by our principal. These positions will be funded by our fee-based programs. We are excited about this change, as it will allow our principal to devote more time to the Instructional Leader aspect of the role.

Finally, we are honored that Beaverton School District has unanimously agreed to extend our charter for another three years. We deeply appreciate their support and confidence and we look forward to a continued successful partnership as we endeavor to serve the children of Beaverton School District!

Summary of Staff and Qualifications

The following is a list of our teachers, staff members and administrators at Hope Chinese Charter School, including qualifications, description of duties, etc. Note that this does not include staff in the Tiny Dragons portion of the school as it is considered part of HCCS' fee-based programs.

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

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

We have 8 teachers, and 3 teacher's assistants:

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

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. 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: Crystal Cortez

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: March 23, 2015

Endorsements/ Certifications: First Aid/CPR, Food Handler Card

Qualifications: Crystal worked as an Administrative Assistant for the former CEO of Polaris Industries in Minneapolis Minnesota. She has also worked as a Teacher's Aid for Portland Community College's Adult English Second Language program. As an undergrad she studied Social Science, Global Perspectives, and Spanish. Crystal has a passion for learning about other cultures, customs, and language

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: First 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: August 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: Kent Howard

Position: 2nd grade Long Term Substitute 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. He is also responsible for reporting and communicating with parents and administration.

Date of criminal background investigation: March, 2015

Date of initial licenses: N/A

License/Endorsements/Certifications: TSPC State of Oregon (Restricted)

Degree: BA in East Asian Languages and Culture with a major in Chinese

Qualifications: Kent has just returned from Taiwan where he had lived for 12 years. There he taught English for the duration of his stay as well serving as Academic Director for two private ESL schools. He holds a Bachelors of Arts in East Asian Languages and Culture with a major in Chinese language.

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: 2nd Grade Chinese Teacher

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 and Kindergarten 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. She also helps in Kindergarten.

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.

Name: Xiemin (Anna) Yang

Position: First grade Teacher's Assistant

Description of Duties: Responsible for assisting in 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 Initiation of Criminal Background check: Guest teacher from China

License/endorsements/certifications: N/A

Degree: BA in Teaching Chinese as a Foreign Language

Qualifications: Anna is here as a Teacher's Assistant from the Confucius Institute. She has recently worked as a volunteer teacher of Chinese Language and culture courses in Thailand. She hopes to strengthen and share her professional knowledge of Chinese language as well as to experience and understand the American culture and educational system.

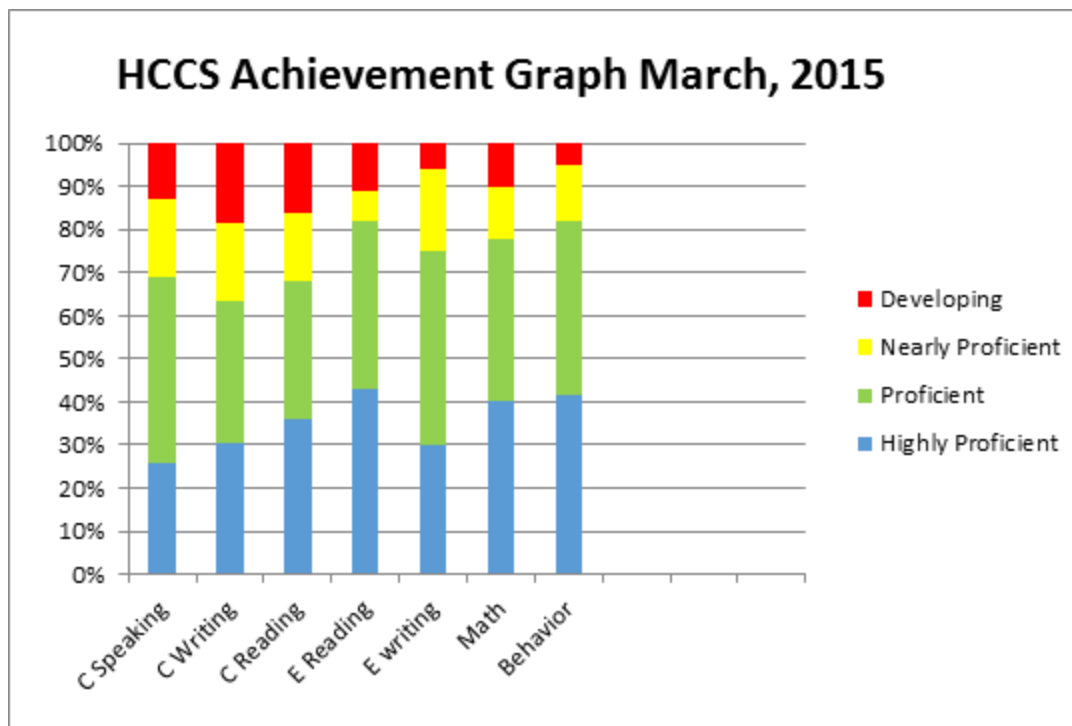
Appendix A

School Achievement Data

The following graph depicts the overall achievement of students in grades K-3 at the end of the 2nd Trimester based on teacher assessments and end of unit assessments. The English reading scores are based on DIBELS from the end of January. There are no state assessment results yet.

For comparison, the average state wide scores for 3rd graders last year were 66% in English reading and 60% in math as measured by OAKS. As you look at the green and blue bars together, you can see we were at 82% and 78% students meeting or exceeding expectations by the end of February as based on our classroom assessments. This is pretty good, but we are a little lower than last year. Last year at this time our students were at 84% in reading and 81% in math. Not a significant difference, but our School Improvement Goal is to reach 87% by the end of the year in English reading and math. Math is taught in Chinese in grades K-2. In third grade, students receive 30 minutes of their math instruction in English per day and 45 minutes of instruction in Chinese per day.

For the Chinese language skills, as measured by summative classroom assessments at the end of February, you can see that we are at 69% for speaking, 62% for writing, and 68% for reading. Last year at this time, we were at 79%, 73%, and 78%. This is a significant difference that the staff and I will be looking at. 22% of our student population has a Mandarin speaking parent in the home.



Appendix B

Hope Chinese Charter School	
Profit and Loss	
July 2014 - March 2015	
	Total
Income	
1510 Interest and Dividends Income	239.10
1620 Food Services - non reimbursable	31,155.90
1700 Extracurricular Activities Rev.	250,064.36
1920 Contributions Income	48,756.51
3101 SSF - General Support	441,934.00
Non Profit Income	2,975.38
Sales of Product Income	0.00
Uncategorized Income	0.00
Total Income	\$775,125.25
Gross Profit	\$775,125.25
Expenses	
1111000 Primary (K-3)	328,766.94
1113000 Elementary Extracurricular	91,726.73
1440000 SummerProgram (K-3)	13,291.85
1440200 Summer Program Payroll Costs	1,485.36
1440400 Summer Program Supplies/Materials	1,431.96
2240000 Instruct Staff Development	8,885.44
2300000 General Administration	32,605.74
2400000 School Admin	90,431.44
2500000 Support Services	403.42
2540000 Bus-Operation/Maint Plant	70,003.02
2660000 Technology Services	3,634.91
3120000 Nutrition Costs	23,808.80
Uncategorized Expense	0.00
Total Expenses	\$666,475.61
Net Operating Income	\$108,649.64
Other Expenses	
Reconciliation Discrepancies	(153.26)
Total Other Expenses	\$ (153.26)
Net Other Income	\$ 153.26
Net Income	\$108,802.90

Hope Chinese Charter School	
Balance Sheet Summary	
July 2014 - March 2015	
	Total
ASSETS	
Current Assets	
Bank Accounts	19,765.56
Accounts Receivable	(1,571.00)
Other current assets	8,832.77
Total Current Assets	\$ 27,027.33
Other Assets	23,579.00
TOTAL ASSETS	\$ 50,606.33
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	(17,996.00)
Credit Cards	1,441.64
Other Current Liabilities	(41,642.21)
Total Current Liabilities	\$(58,196.57)
Total Liabilities	\$(58,196.57)
Equity	108,802.90
TOTAL LIABILITIES AND EQUITY	\$ 50,606.33

HCCS Budget		Budget 2015/2016
REVENUE		
	Total General Purpose Funds	\$663,673
	ESOL	\$22,690
	Full day Kindergarten Fees	\$0
	Supply fee	\$9,600
	HCCS Fee Based Programs	\$225,486
	Grants	\$10,000
	Fundraising (auctions, holiday events, etc.)	
	Family and Private Donations	\$11,800
	Corporate Donations	\$25,000
	Food Service	\$40,000
	Other	\$708
TOTAL REVENUE		\$1,008,957
EXPENSES		
	Annual Wages (Staff Base Salaries)	\$522,259
	Payroll Taxes	\$53,603
	Benefits	\$241,443
	Substitute Teachers' Salary	\$4,022
	Staff development	\$16,400
	Meals	\$669
	Rent	\$158,000
	Utilities (electric, heating/cooling, water, sewer)	\$26,274
	Custodian service	\$49,600
	Facility insurance premiums	\$14,333
	Maintenance/Repair	\$5,098
	Minor renovations	\$4,000
	Supplies-instructional (except textbooks)	\$16,000
	Audio-Visual Equipment	\$2,100
	Textbooks	\$19,883
	Curriculum Development	\$10,300
	Assessment/Testing	\$7,000
	Technology (fax, copiers, etc.)	
	Computers and Software	\$3,000
	Furniture	\$4,025
	Food Supplements (Free/reduced Lunch)	\$40,000
	Transportation/Field trips	
	HCCS Fee Based Program Expenses	\$117,038
	Professional Services (including annual Audit)	\$101,000
	Marketing	\$5,150
	Telephone/Internet	\$2,911
	Postage/Shipping	\$236
	Printing	\$4,804
	Dues/Membership	
	Bank fees	\$1,200
	Taxes and Licenses	\$100
	Back Ground checks, licensing and visa fees	\$12,360
TOTAL EXPENSES		\$1,442,808
Surplus/(Deficit)		-\$433,851