
ARCO IRIS PROGRESS REPORT

POLICY ISSUE/SITUATION

As specified in its charter (section 12.2.2) Second Year of Operation and Subsequent Years, Arco Iris 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 2012-2013 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:

- (12-154)** It is recommended that the School Board and administrative staff receive this report as a consent item.



March Progress Report

Presented to Beaverton School District

March 21, 2012

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Performance Report

Introduction

Arco Iris began its second year of operation in September of 2011 and is submitting this Performance Report in accordance with the charter agreement between Arco Iris and Beaverton School District. This written report and attachments will provide an overview of our schools' academic progress, operations, and professional development.

Summary of Achievement of Arco Iris Students

At Arco Iris, student achievement is based on a continuous growth model meaning each student will show continuous progress toward their personal learning goals. Growth is measured and monitored with the data being used in several ways:

- Providing feedback to teachers on student performance and instructional design
- Setting goals and communicating with individual students on progress and areas of improvement
- Communicating with parents on student progress

Between OAKS testing results and performance on unit tests, students are making significant academic achievement in all subject areas. Our expectation is that the few students who have not met standards will on their next test attempt and that all students will all move on to their next assigned grade level.

The rate of learning a second language for each student is different and therefore we believe all students are exactly where they should be.

Using the learning targets of Beaverton School District, the State of Oregon, and enhanced by selected curriculum, in combination with talented teachers, rigorous curriculum, and best practices in teaching, students demonstrate growth daily. Our assessment approach and the OAKS test results support our opinion.

Assessment Approach

Students are monitored on a weekly, trimester, and annual basis. In our second year, we have formalized our assessment timelines and tools to ensure effective monitoring and growth. Like other schools, we combine a balance of formative and summative assessments. A summary and schedule is attached at the end of the report.

Formative assessment is ongoing and used during the student learning process to modify teaching and learning activities. Teachers adjust and readjust to ensure that students understand the concepts being taught, based on what they learn, through ongoing evaluations. Especially in a blended model, it allows us to have the information necessary to quickly adjust to our student's learning needs.

Summative assessment measures how much a student has learned after a particular period of work. After a unit of instruction in skill or concept, tests are taken and scored, providing feedback on the students' grasp of the subject.

Assessment Tools

Spanish

Assessment and monitoring is critical for second language learning. Teachers group and regroup students based on proficiency levels while providing various levels of challenge. Several tools are in place to provide this level of monitoring in-class and in individualized settings:

Students will be assessed using the **Arco Iris Language Assessments (AILA)** at the end of each school year. New students will be assessed at the beginning of the school year. The combination of assessments from the **American Council on the Teaching of a Foreign Language (ACTFL), Spanish Reading Assessments, Portland Public Schools, and the Center of Applied Linguistics** are used to monitor student progress in all Spanish language domains including: reading, writing, listening, and speaking. Teachers work with each student individually to precisely assess Spanish language skills.

The Teacher Observation Matrix- SOPA (**TOM-SOPA**) is a new in-class tool being piloted by the Center of Applied Linguistics at select schools around the country and Arco Iris teachers have expressed excitement at using the tool. Using the ACTFL Proficiency Guidelines, The TOM-SOPA is used with more frequency by teachers to inform and enhance second language instruction in four skill areas: oral fluency, grammar, vocabulary, and listening comprehension. The first TOM-SOPA ratings will be released to parents on Friday, March 23 with student progress reports.

Student Oral Proficiency Assessment (SOPA, Grades Pre-K through K) and Early Language Listening and Oral Proficiency, (ELLOPA, Grades 2 through 8) assessments are based on ACTFL Proficiency guidelines and are standardized and research based. At the end of the year during the last trimester wrap up period, every student will be assessed through SOPA and ELLOPA to determine formal proficiency level. The ELLOPA provides information about the language growth in Spanish for each student made during the year and helps make placement/grouping decisions for the following year.

At the end of each instructional unit, teachers design summative assessments focused on **content and topics** including: vocabulary, grammar, and comprehension, as a means to evaluate and measure acquisition of grade appropriate subject matter.

English Language Arts

Each fall, English teachers conduct formative assessments in writing and reading to understand student skill sets and to provide appropriately challenging materials, books, and writing tasks based on individual ability and request for challenge. At the end of every instructional unit, teachers design assessments and use benchmark assessments from StoryTown to measure student growth.

Annually, students are also given **Developmental Reading Assessments (DRAs)** to measure their reading fluency, fluidity, and comprehension. New students are tested twice a year. Returning students are typically tested at the end of each academic year. Students may be assessed more often if teachers feel it is needed.

Although the state **Writing Assessment** was discontinued, Arco Iris will conduct a 'prompt-based' writing exercise that is similar in style to preparation and student composing as the state's formerly required test during the month of April. The samples will be scored internally using the State of Oregon standards and rubric by two Arco Iris teachers and by an independent scorer certified by the state. Internal scoring will provide opportunity to guide writing strategies and identify gaps in student performance while also providing the opportunity for teacher reflection. The third-party scorer will provide fidelity in the scoring process.

Singapore Math

The Singapore Math model is a unique way to differentiate instruction and provides numerous approaches to solving math equations with analysis.

Teachers use the **Singapore Math chapter and cumulative tests** to assess student knowledge.

Throughout an academic career, minor computational mistakes can make a difference in a student's success. In an on-going effort to focus on computational fluency, students practice at home with a sequence of simple mathematical equations in addition, subtraction, multiplication and division. Each Friday, students are challenged with building their computational skills and speed with a **Minute Math** quiz. Once a student successfully completes the quiz, the child moves to the next sequence the following Friday.

Social Studies and Science

Social Studies and Science content learning is assessed with techniques including mind maps, vocabulary development, questionnaires, quizzes, guided research of a particular theme, oral presentation, team work, etc.

Because social studies and science are key subjects for reinforcing Spanish language, a significant emphasis is placed on end of unit assessments to determine the absorption of the content.

Reporting Continuous Growth: Progress Reports and Parent/Teacher Conferences

At the end of each trimester, parents receive a progress report that summarizes the students' learning and growth. The progress report was designed based on State of Oregon standards and Beaverton School District learning targets and serves as a guide to provide a challenging and rigorous educational program. This system requires Arco Iris teachers to also continuously improve and evolve to serve our students.

Twice a year, in the fall and end of the year, teachers and parents meet formally to discuss progress and areas of improvement.

Additional Assessment Tools: Assessment Based on State Standards

Third, fourth, and fifth graders take the Oregon Assessment of Knowledge and Skills (OAKS) reading and math assessments. Please see below for latest results. All students who have qualified for the English Language Proficiency Assessment (ELPA) have been tested.

2011-2012 OAKS Testing Results

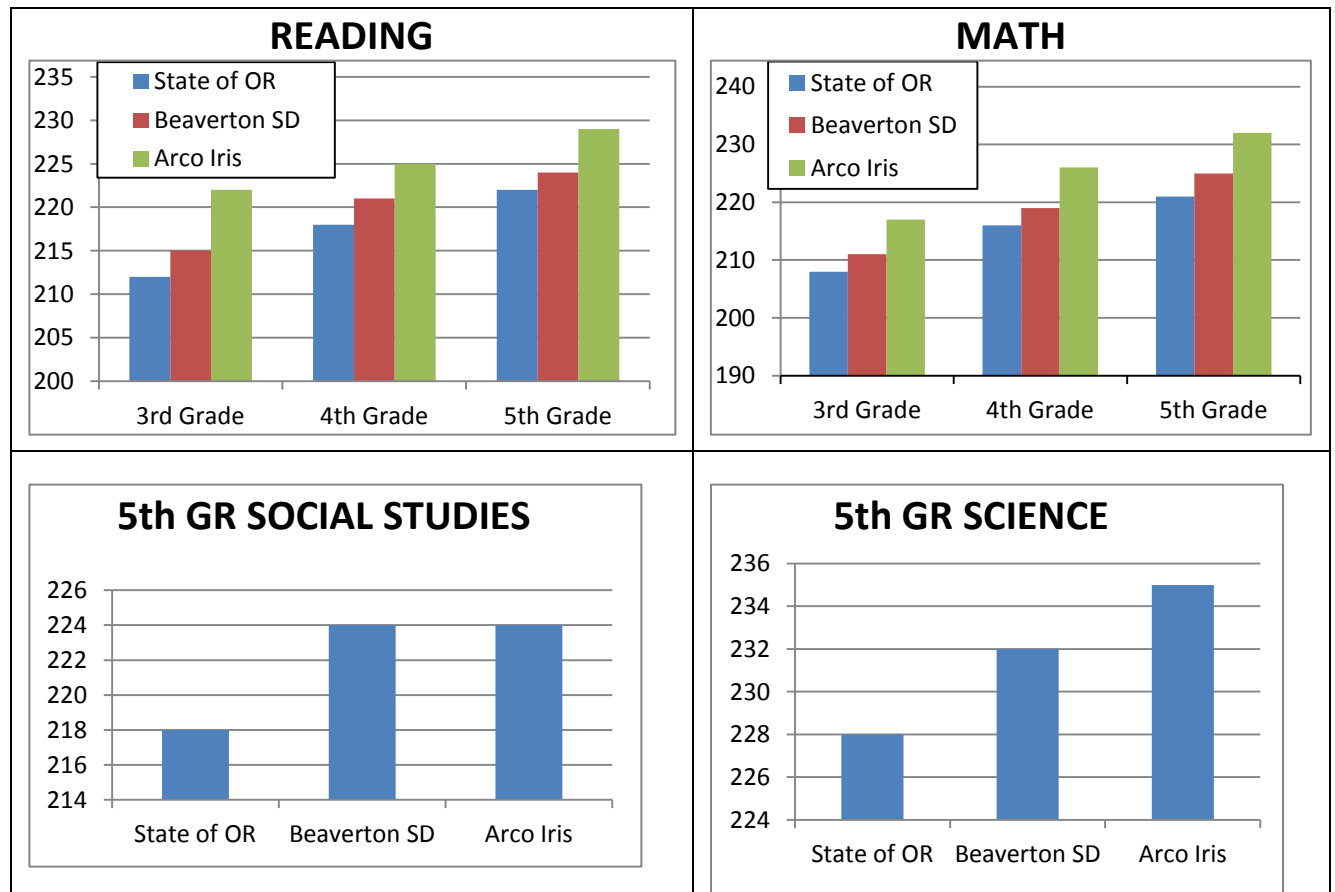
Arco Iris third, fourth, and fifth graders completed two rounds of OAKS assessment for reading and math, and fifth graders completed the science and social sciences assessment. Our students continue to

do very well and it has become apparent that the Singapore Math curriculum and implementation has been a great success. Writing samples were not part of the OAKS testing this year, however, we will be conduct this assessment in late April.

Following are the Scale Scores as of March 14, 2012.

Subject	# Students	State of OR Met or Exceeded	BSD Met or Exceeded	Arco Iris Met or Exceeded
Reading – 3rd Grade	23	212	215	222
Math – 3rd Grade	23	208	211	217
Reading – 4th Grade	17	218	221	225
Math – 4th Grade	17	216	219	226
Reading – 5th Grade	8	222	224	229
Math – 5th Grade	8	221	225	232
Science – 5th Grade	8	228	232	235
Social Sciences – 5th Grade	8	218	224	224

2011-12 OAKS Results at a Glance



2011-2012 Financial Update

The 2011-2012 Arco Iris fiscal calendar is aligned with the Beaverton School District fiscal calendar, July 1, 2011 – June 30, 2012. The Arco Iris Balance Sheet and Profit and Loss statement are demonstrated through February 2012 and are included as attachments.

The Arco Iris team serves as good stewards of the public and private funds it receives and will continue to receive. Our fiscal responsibility to our staff, families, and taxpayers, not to mention the State of Oregon and Beaverton School District is why we operate with such care.

We shared in August that Arco Iris, along with other charter schools in Oregon and throughout the country, did not receive the balance of charter school grants previously committed. In the case of Arco Iris, the amount was \$200,000 of discontinued grant funding. The Arco Iris Board responded with a balanced budget through revenue generation and expense cutting. To date, our budget reflects growth in after school efforts and we project that the school will be in a position of reserves.

Some of our financial highlights include:

- Arco Iris' student enrollment continues to bring new funds into the district due to the number of students who would have continued homeschooling, private school, or who are out of district. Approximately one-third of our student population comes from outside the District. Interest in Arco Iris for 2012/13 is similarly diverse based on the applications we have received.
- We have contracted with a licensed bookkeeper, Tonya Mosher, who has significant experience working with other charter schools in all areas of financial management including the State of Oregon chart of accounts, PERS, payroll, and systems management.
- Pauly Rogers will again serve as municipal auditor. Our first series of tests will begin at the end of April with anticipated completion toward the end of August.
- Our Parent Teacher Organization (PTO) is active in the school's fundraising activities. Overall the combined fundraising and PTO activities have a \$50,000 fundraising goal for the year. Fundraising activities include: restaurant nights, scrip, and the annual auction scheduled for Saturday, April 28. We also regularly receive gifts from families and matching corporate gifts.
- We have advanced to detailed negotiations and lease preliminaries with venues for the 2012-13 and beyond. We will notify the district when this is finalized.

The Arco Iris Academic Program and Summary of Classes

Summary of 2011-2012 Classes

Arco Iris transitioned to a blended classroom model for the 2011-12 academic year. Learning targets and state standards are used as a guide for delivering this differentiated instruction. The Arco Iris Board and staff will complete a program evaluation of this model and the complete academic program as part of the School Improvement Plan process.

- **Singapore Math** is taught by grade level in a non-blended format, except for several students in each grade who are working above grade level. Singapore Math provides differentiated materials and students work with appropriately challenged materials based on skill level.
- **English Language Arts** is designed to provide critical foundations for reading and comprehension, spelling, grammar, composing and constructing writing exercises, and presentation skills.
- During **Spanish Language Arts** students work in small mixed-proficiency groups, similar proficiency groups, and individually to complete tasks. Weekly instruction includes a combination of: reading practice and questionnaires, thematic writing, vocabulary development, singing, student to teacher speaking, and peer to peer speaking exercises.
- **Science and Social Studies** are key subjects for teaching the Spanish language through content. Students work in mixed-proficiency groups to explore and discover the subject matter.
- Teachers lead physical education which includes many games and fitness.
- Students experience **art** on Fridays. The activity may be connected to a cultural study or social science or may be related to a specific artistic theme or genre.
- We are especially proud of our two parent-led enrichment activities that support our core academic mission, **Jaguars Read** and **Jaguars on the Run**. Jaguars Read is a self-paced, self-monitored reading log program in English and Spanish for outside of school hours reading. Jaguars on the Run is the at-school mileage club.

We have attached a summary of the Arco Iris Academic Program in a table format to demonstrate instruction and program details in a brief format.

Summary of 2012-13 Classes and Programs

Adding Kindergarten

Currently we are working with Dr. Carl Mead to seek an amendment to the charter agreement to allow Arco Iris to operate a half-day public kindergarten in 2012-13. We plan to have a supplemental program available in the afternoon.

Adding 6th Grade

We are currently working to define our course work and curriculum for 6th grade in alignment with the Beaverton School District learning targets and state requirements. We have confirmed the following for classes in alignment with our mission and requirements:

- Singapore Math, 6th grade Primary Mathematics will be used.
- Spanish Language Arts and English Language Arts will focus on mechanics and conventions of language arts while exploring art, culture, literature, history, and other humanities.

Enrollment

Current Enrollment at Arco Iris

As of September 14, 2012, 133 students were enrolled in grades one through five. Currently, 129 students are enrolled at Arco Iris and the below chart outlines enrollment as of March 16, 2012 along with students on the waitlist. Approximately one-third of Arco Iris students come from districts other than Beaverton.

Grades	2011-12 Current Enrollment by Grade
1st	36
2nd	45
3rd	23
4th	17
5th	8
	129

2011-12 Student Home District Representation	
In District	87
Hillsboro	29
Portland	9
Tigard-Tualatin	2
North Plains	1
St. Helens	1
Total Out of District	42

Projected Enrollment for 2012-13

The Arco Iris team is working diligently to secure a long-term, venue. Projections for the school are dependent on the space availability within the selected space. Multiple growth plans have been developed depending on the situation and include little growth to moderate growth.

The Arco Iris Open Enrollment period ended on February 29, 2012 and the following chart demonstrates the ideal enrollment composition. A determination for the lottery date will be made at the next Board

meeting on Wednesday, April 11, at which time more should be known about the venue. Please see our school [website](#) for the **2012/13 Enrollment Process**.

Enrollment data indicates on-going demand for language immersion both in and out of district.

Enrollment Outlook 2012-2013						
Grade	Number of Students Applied	Home District Notes	Returning Students	Total Projected Number of Students	Number of Classrooms	Blended Model
Kinder	85	49 in district; 36 out of district		22	1	Kinder
1st	75	53 in district; 22 out of district		38	3	1/2nd gr
2nd	21	11 in district; 10 out of district	35	37		
3rd	10	4 in district; 6 out of district	45	46	3	3/4 Gr
4th	6	6 in district	23	29		
5th	0	0	14	14	1	5/6 Gr
6th	6	6 in district	8	14		
	118		125	200	8	

Summary of 2011-2012 Staff Training

Teachers and staff participate in trainings and internal collaboration. Because of the loss of the grant, Arco Iris has worked with a tighter budget to train teachers on the complex academic model. Below is a highlight of trainings:

Singapore Math

In August 2011, teachers had 20 hours training in the basics of Singapore Math methods to insure that every teacher follows Singapore math methods:

Throughout the year, teachers have worked with our Curriculum Director to address the following individual needs:

- Content material to ensure competency in all subject matter
- Develop and expand on Singapore teaching techniques
- Differentiation within the classroom and at home
- Ongoing assessment and individual growth model
- Trouble shooting and instructional support

Positive Behavior Support (PBIS)

Arco Iris' PBIS specialist and trainer works often with Arco Iris management to develop and implement an effective program to include:

- Teacher training and mentoring; appropriate language and consequences
- Student motivation programming
- Student intervention

Spanish Proficiency Assessment

The Arco Iris curriculum director spent eight weeks of continuing education to research effective second language assessment using the Early Language Learning Oral Proficiency Assessment (ELLOPA) using the American Council of Teaching Foreign Languages (ACTFL) Proficiency rubric.

BSD Support

We are appreciative of the service level provided by Beaverton School District’s staff in the Special Ed and English Language Learning departments.

Summary of Key Trainings for 2011-2012

Arco Iris has prepared a draft training and professional development plan for academic year 2011-2012, included on the table below.

TRAINING	TIMEFRAME	APPROX. HOURS	STAFF ATTENDING	PURPOSE
Singapore Math	Introduction to Singapore	20 hours; August	All Spanish Teachers	Introduction to the Singapore Math model and best practices
Singapore Math Coaching	Regular curriculum preparation and use of best practices	80 hours	All Spanish Teachers	Individualized based on grade, instructor need, and student need
Positive Behavior Support (PBIS)	Introduction to PBIS; Once to twice monthly coaching and individual mentoring	4 hours; August Scheduled multiple times a month and on-call	All Staff	Establish school-wide behavioral procedures and guidelines; keep teachers refreshed
Spanish Language Assessment	Continuing Education	60 hours; January and February	Curriculum Director	Effective second language assessment administration
Spanish Language – mechanics and use of materials	Twice a month on Fridays	40 hours	All Spanish Teachers	On-going training and mentoring for staff in Spanish Language Arts (grammar, spelling, literature and writing process).
SYMTALK	Initial training	4 hours; August	All Spanish Teachers	Train Spanish teachers to use the materials appropriately and effective teaching strategies
Spanish Immersion Training	Initial training and observations	6 hours; August	Spanish Teachers	Training regarding the aspects of language immersion and teaching strategies based on language acquisition stages.
Systematic ELD	Continuing Education	12 hours; March	ELA Teacher	Continuing education for delivering effective English Language Development interventions
StoryTown	Introductory	6 hours; August	English	Training regarding teaching

TRAINING	TIMEFRAME	APPROX. HOURS	STAFF ATTENDING	PURPOSE
	workshop On-going training	By trimester	Teachers	strategies and using materials appropriately.
Team Meetings	Weekly – Fridays	40 hours	All staff	Connect on best practices, laws and other relevant items

A 2012-13 professional development and training schedule draft will be coordinated following input from teachers, staff, and the management team, likely at the end of May. It is expected that we will continue to train in three key areas: Singapore Math model and techniques, Positive Behavior Support, and Best Practices in Immersion.

Goals for Improvement This Year and Beyond

Introduction to Goal Development

The Board and staff receive continuous feedback about the school and we strive to prioritize and respond to requests, ideas, and concerns from the parent community and others in a timely manner. Families have numerous ways to provide feedback to management and the school has several outlets and action tools. We also look for feedback from teachers and staff.

Oregon Department of Education – Charter Survey

As of Thursday, March 15, the Oregon Department of Education is still working out the details of posting a new, on-line charter survey for both **parents and staff**. They will let us know prior to the survey being released. It will be in a different format than in the past and they were unable to provide specifics on the content, however, results from this survey were taken into consideration when the School Improvement Plan was being written.

Arco Iris School – Annual Survey

Once we have an opportunity to review the Oregon Department of Education survey, we will release an on-line survey to **parents** requesting satisfaction ratings of staff, curriculum, enrichment, and operations. Similarly, a survey will be released to **teachers** requesting input and ratings on key areas of school operations and the academic model.

Arco Iris Parent Advisory Committee

Because our school was founded by parents, it is important to consistently solicit parent input and include their input when considering important decisions and planning for the future. A parent led proposal is being developed to formalize a group to serve as a sounding board, provide input on key mission-related items, and will represent our mission in a diverse manner.

Progress Monitoring of the 2011/12 School Improvement Plan

The School Board and Management Team monitor, discuss, and place internal goals on the School Improvement Plan monthly at Board Meetings. Individual Board Members work with staff and others to ensure constant forward progress.

2012/2013 School Improvement Plan Process

- Reevaluation of the 2011/12 operations, success indicators and progress made.
- Like many schools, we keep a constant punch list of identified areas of improvement. As we open the School Improvement Plan process for the 12/13 school year, we will look at specific delegation, prioritization, and metrics.
- Solicit input from Parent Advisory Committee, staff, and Board.
- Prioritize business and operational goals, educational, and mission-related goals to maximize student learning, organizational progress, and safety.

Status of Improvement Goals for 2011-2012

The Arco Iris board and staff have established a set of goals for improvement that are based on feedback from our parent survey conducted at Arco Iris and ODE, public comment, and other feedback. This document outlines the 2011-12 Goals and includes a status update on the progress.

Area to Improve: Student Writing Skills
Goal: Improve student writing skills. Even though the state no longer requires writing assessments, we will still have our fourth and fifth graders submit writing samples and score them based on the state’s writing assessment rubric.
Actions: <ul style="list-style-type: none"> • Implement journaling to develop regular writing habits. • Understand the writing process. • Understand and demonstrate different genres of writing. • Sentence and paragraph development. • Learn how to organizing essays, stories, and other documents. • Build and improve vocabulary.
Progress Updates <ul style="list-style-type: none"> • Students have been focusing on the writing elements to improve their confidence and skills. • Students write regularly in journals to practice their skills. • At the end of April 4th and 5th grade students will complete writing samples that will be scored using the State of Oregon standards and rubric in order to assess progress.

Area to Improve: Outreach
Goal: Participate in events to inform the community that our bilingual school is available and open to all students in Beaverton. Events and actions to consider include:
Actions: <ul style="list-style-type: none"> • Oregon Council for Hispanic Advancement (OCHA). • Participate in NW Family and Kids Festival.

<ul style="list-style-type: none"> • Participate in Washington County Library – Spanish story time. • Work with Tualatin Hills Parks and Recreation on a partnership on community bilingual education. • Hold Information Nights with groups such as Intel’s Latino Network. • Perform at celebrations in the community.
<p>Progress Update:</p> <ul style="list-style-type: none"> • Our students participate regularly in the Washington County Library Spanish time. Library personnel have visited our school and we were surprised with a large donation of books from them for which we are very grateful! • We decided not to participate in the NW Family and Kids Festival this year as it centered more on Hillsboro families than Beaverton. Instead we plan to again participate in the annual Beaverton City parade. • We held two outreach meetings with community groups at Intel and have established a relationship with the Intel Latino Network.

<p>Area to Improve: Effective utilization of Positive Behavioral Interventions and Supports (PBIS)</p>
<p>Goal: Staff to train and implement PBIS strategies</p>
<p>Actions:</p> <ul style="list-style-type: none"> • Implement school-wide uniform Systems. • Continue on-going trainings and Workshops.
<p>Progress Update:</p> <ul style="list-style-type: none"> • Initial staff training on PBIS strategies has been completed. • Our PBIS instructor is now coming weekly to our school to provide on-going teacher support. • We are making our PBIS training available to all staff school-wide to reinforce effective role modeling of positive behavior.

<p>Area to Improve: Diversity</p>
<p>Goal: Provide more translation of our materials in Spanish to support increased diverse student population.</p>
<p>Actions:</p> <ul style="list-style-type: none"> • Brochure in Spanish. • Translate more pages on our website into Spanish. • Summer camp flyers in Spanish.
<p>Progress update:</p> <ul style="list-style-type: none"> • Several pages on our school website are now in Spanish. The homepage has both the English and Spanish versions. Our Enrollment webpage also has a Spanish version. • Our Open House and Information Night flyers were printed in both English and Spanish. • Our summer camp flyer will again be in Spanish.

<p>Area to Improve: Teacher Professional Development</p>
<p>Goal: Provide mentoring and relevant professional development that insures our teacher’s continuous growth and improvement in all areas of teaching.</p>
<p>Actions:</p> <ul style="list-style-type: none"> • Professional development plan as outlined in our “Future Trainings for 2011-12” document.

<p>Progress Update:</p> <ul style="list-style-type: none"> • Teachers continue to receive PBIS training and support. • Systematic ELD training has been completed • SOPA training has been completed • Arco Iris staff is working with BSD staff when Special Ed and ELL services are involved.
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<p>Area to Improve: Student access to Technology</p>
<p>Goal: Provide more enrichment activities using technology</p>
<p>Actions:</p> <ul style="list-style-type: none"> • Create technology security protocols; implement security controls. • Use the small computer lab we have for research in social studies and science. • Instruct students in keyboard typing. • Instruct students on how to use the internet for project research • Obtain additional equipment for classroom use.
<p>Progress Update:</p> <ul style="list-style-type: none"> • The school has been successful in obtaining additional technology equipment to improve student access to it. We previously had 5 student laptops and have purchased 12 more laptops. • Two additional Elmo Document Cameras have been procured for teacher classroom use. • Security software is being evaluated and will be purchased next. • A plan for utilizing technology in the classroom and instructing students in keyboard use and internet research is being developed.

<p>Area to Improve: Student Oral Proficiency Assessment (SOPA) for Spanish language acquisition.</p>
<p>Goal: Implement standard Spanish Language Assessment standardized testing to effectively measure the progress students are making in language</p>
<p>Actions:</p> <ul style="list-style-type: none"> • Staff to complete SOPA training. • Complete student evaluation plans incorporating SOPA as one of the evaluation tools in measuring student progress.
<p>Progress Update:</p> <ul style="list-style-type: none"> • Our Curriculum Director has completed SOPA training and will be training teachers on effective use. • Student evaluations will include TOM-SOPA as one of the evaluation tools in measuring student progress. • We have created an annual school-wide schedule of when each class will complete SOPA evaluations so that it can be spread out and managed without overloading staff.

A Summary of Staff and Qualifications

There has only been one minor change to a teacher qualification since September 2011. Mercedes Martinez became highly qualified in Spanish instruction. Below is our list of teachers, staff members, and administrators at Arco Iris, including qualifications, description of duties, etc.

Administrative Staff:

Maureen Childs, Principal

Mercedes Gomez, Curriculum Director, as well as PT Teacher for 4/5th grade.

Stacy Inman, Admissions and Operations Manager

Teaching Staff:

Mercedes Gomez, Part-time 4/5th grade

Nikki Falbo, PT 4/5th grade and PT English Language Arts

Rosa Sangiovanni, 2/3rd grade

Stephanie McClain, 1/2nd grade

Maria Toscan, 2/3rd grade

Mercedes Martinez, 2/3rd grade

Support Staff:

Perla Sangiovanni, Teacher's Assistant, Afterschool Program Coordinator

Details are as follows:

Teachers:

Name: **Mercedes Gomez**

Position: Teacher, 4/5th Grade Teacher; Curriculum Development Director

Description of Duties: Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: 6/9/2010

Date of initial licenses: 6/9/2010-6/9/2013

License/Endorsements/Certifications: Charter School Registry, Multiple Subjects Self Contained

Degrees: Bachelors in Teaching

Qualifications: Mercedes has extensive experience in teaching language immersion and directing schools. She comes to us from Mexico City where she was a teacher and administrator. For 6 years, Mercedes was a Principal overseeing the opening of an English Immersion School and Music Conservatory which included an elementary, middle, and high school. One of her greatest accomplishments was when her school was named one of the top three private schools in the state, in only two years. For three years she served as the State Coordinator for the Federal High Schools in the Mexican state of Colima. Mercedes holds a Bachelor's Degree in Teaching and Pedagogy. She brings her vast experience and knowledge of language immersion, administration of schools, and teaching to Arco Iris.

Name: **Stephanie McClain**

Position: 1/2nd grade Teacher

Degrees: BA in Elementary Education & Human Development

Description of Duties: Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation:8/6/2009

Date of initial licenses:8/6/2009-8/5/2012

License/Endorsements/Certifications: Initial I Teaching License, Multiple Subjects Self Contained

Qualifications: Stephanie is a licensed teacher with a dual degree in Human Development and Elementary Education and is a fluent Spanish speaker. In addition to serving as our first grade teacher last year, her teaching experience includes serving as second, third, and fourth grade teacher in Colegio Argentino, Ensenada, Baja, California, Mexico. She has additional experience as an English teacher at Chung Dahm Institute in Seoul, South Korea. She has also taught in the Early Learning Center at Warner Pacific College in Portland, Oregon.

Name: **Nikki Falbo**

Position: Teacher, 4/5th grade; English Language Arts Teacher

Description of Duties: Teaches reading, English language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: 5/18/2011

Date of initial licenses: 5/18/2011-12/2/2014

License/Endorsements/Certifications: Initial I Teaching License, Multiple Subjects Self Contained

Degrees: MA in Elementary Education; BA in Social Science

Qualifications: Nikki is a licensed teacher and fluent Spanish Speaker. She'll have a dual-role serving as part-time English Language Arts teacher and 4th/5th Grade teacher. Nikki has over six years of elementary teaching experience serving as a teacher in the Dual-Immersion Program, 5th grade at Beach School in Portland, Oregon. In addition she has taught Kindergarten at Atkinson Elementary School in Portland, Oregon. She served as Lead Teacher at the Portland Jewish Academy and taught fourth grade at Mayatan Bilingual School in Copan Runias, Honduras. Nikki has a Master of Arts in Elementary Education; Advanced Spanish Studies, Guacamaya School, Copan Runias, Honduras; and a Bachelor of Arts in Social Sciences.

Name: **Maria Toscano**

Position: Teacher, 1/2nd grade

Degrees: MA in Teaching; BA in Social Science, Spanish

Description of Duties: Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: 7/29/2011

Date of initial licenses:7/29/2011-3/2/2015

License/Endorsements/Certifications: Initial I Teaching License, Multiple Subjects Self Contained

Qualifications: Maria is a licensed teacher and holds a Master of Arts in Elementary Education and a Bachelor of Arts in Social Science and Spanish. She is a native Spanish speaker. She has spent her career working with children. Her teaching experience includes completing her practicum and student teaching in Kindergarten and third grades at Archbishop Howard School in Portland, Oregon. For three years, she served as an Educational Assistant for the Parkrose School District. In addition, she has taught Spanish as a foreign language to children three to ten years of age and has served as a teacher abroad in Seville, Spain. For the past nine years, Maria's ongoing summer job is as a swimming instructor for the Parkrose School District where she teaches children ages 6 to 12 to swim!

Name: **Rosa Sangiovanni**

Position: Teacher, 2/3rd grade

Degrees: MA in Bilingual Education; BA in Psychology

Description of Duties: Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation: 3/5/2010

Date of initial licenses:3/5/2010-4/15/2012

Endorsements/Certifications: Initial I Teaching License, Multiple Subjects and Spanish

Qualifications: Rosa is a licensed teacher with 29 years of experience as a teacher, specializing in language immersion. A native Spanish speaker, Rosa holds a Master's Degree in Bilingual

Education and a Bachelor's Degree in Clinical Psychology. Her extensive experience includes teaching Spanish at Neil Armstrong Middle School in Forest Grove, Oregon. Additionally she served as a Bilingual teacher and English Department Coordinator at the Palms Academy in Humaco, Puerto Rico. She also has over 20 years teaching experience as an elementary and middle school teacher in the Dominican Republic.

Name: **Mercedes Martinez**

Position: Teacher, 2/3rd grade

Degrees: Bachelor of Arts Degrees in Interdisciplinary Studies and Education with a Minor in English.

Description of Duties: Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, music, and other appropriate learning activities to students in a classroom through the Spanish language.

Instructs students in citizenship and basic subject matter.

Accountable for students' mastery of academic standards.

Works with the Director of Curriculum to develop lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.

Date of Initial criminal background investigation:8/31/11

Date of initial licenses: Charter School Registry

License/Endorsements/Certifications: Charter School Registry. Highly Qualified in Spanish Instruction (401 Spanish).

Qualifications: Mercy is a senior-level Spanish and ESL teacher with over 30 years of experience teaching students in a second language and culture. She has extensive experience in curriculum design and development; differentiated instruction (which is key to our blended classroom model); multicultural awareness (a major part of our mission); and student assessment (crucial to our continuous growth model). Her career includes serving as the Spanish teacher at the SEI Academy in Portland, Oregon; serving as the Lower School Spanish teacher at Catlin Gabel School in Portland, Oregon, where she taught for eleven years; as first grade teacher at the International School in Portland, Oregon for five years; and as a Pre-Kindergarten through 8th grade teacher at Academia Cristo Rey: Rios Piedras, Puerto Rico where she taught English as a second language to Spanish speaking students for eleven years. She is a native Spanish speaker and has Bachelor of Arts Degrees in Interdisciplinary Studies and Education with a Minor in English.

Administrative staff:

Name: **Maureen Childs**

Position: Principal

Degrees: BA, Elementary Education

Description of Duties: Hire and manage staff appropriately to support school needs.

Actively participate as a member of the Management Team. Support the goals and fulfill the functions and responsibilities as defined in the Management Team role description

Represent the charter school at local, state and national events.

Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school. Insure compliance with all laws, board policies and civil regulations.

Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, mission, values and goals of the school.

Oversee development and delivery of school curriculum.

Ensure students meet or exceed state standards on the OAKs tests.

Date of Initial criminal background investigation: 5/19/2010

Date of initial licenses: 5/19/2010-10/17/2013

Endorsements/ Certifications: Initial I Teaching License, Multiple Subjects Self Contained, Charter Administrative Registry in Process

Qualifications: Maureen Childs serves as our Principal and English Language Arts Teacher. She is a licensed teacher with a Bachelor's Degree in Elementary Education. Her experience includes Kindergarten/1st grade and 3/4th grades blended classrooms. She has six years of experience as Site Director for afterschool enrichment programs serving children in 1st to 5th grades. She understands how children learn and strives to reach her students through their individual learning styles and interests, where she uses multi-age strategies and techniques. Maureen's administrative experience comes from serving as Board Chair and Director for her local school board for 12 years. Before entering into education, she had a 20 year career as a Marketing Manager in the Environmental/ Engineering Industry. Her educational and professional experience makes her a valuable part of our administrative team.

Name: Stacy Inman

Position: Admissions & Operations Manager

Degrees: BS in Education

Description of Duties: Manages enrollment, attendance; schedules substitutes, arranges trainings, and supports general student wellness (ie. Ice packs, band-aids, sick child parent calls. Instructs students in citizenship and basic subject matter.

Supervise effective and clear procedures for the operation and functioning of the school dealing with building maintenance, personnel communication, office operations, and emergency procedures. Ensures compliance with all laws, board policies and civil regulations.

File required reports with local, state and federal educational agencies and the school advisory board.

Date of Initial criminal background investigation: 8/18/11

Date of initial licenses:

Endorsements/Certifications: OCCD's Directors Certification

Qualifications: Stacy serves as our Admissions and Operations Manager. She holds a Bachelor's Degree in Education from University of Oregon and completed the OCCD's Director's Certification Program through PSU. She has spent the better part of her career working with children. In college, she worked for the campus center for children, and carried out her internship with the Relief Nursery in Eugene. She also served as the On-Site Director for a Spanish Immersion school for three years, prior to joining us at Arco Iris. She has experience and knowledge in immersion education, managing admissions, compliance with state licensing procedures, and all aspects of running day-to-day operations of school.

Support Staff:

Name: Perla Sangiovanni

Position: Teacher's Assistant

Degrees: Elementary Education in process

Description of Duties: Supervises students during lunch and recess. Manages afterschool program.

Date of Initial criminal background investigation: 8/31/11

Date of initial licenses: n/a

Qualifications: Perla is an experienced Teacher's Assistant and is currently working towards her teaching degree at Portland State University. She is a native Spanish speaker and most recently served as a Teacher's Assistant for the Forest Grove School District where she tutored elementary school students in math, reading, and writing. She will assist our teachers in the classroom, and supervise children at lunch and recess.

Attachments

- Assessment Summary and Schedule
- Balance Sheet and Profit/Loss Statement
- Arco Iris Academic Program At-A-Glance

Assessment Summary and Schedule

Assessment	Purpose	Use	Frequency
Arco Iris Language Assessment (AILA)	Evaluates the four domains of reading, writing, listening, and speaking	Places students in appropriately leveled Spanish groups/appropriate challenge materials, and tracks end-of-year progress.	End of each trimester – reported in trimester progress reports,
Spanish Reading Assessment (part of AILA)	Assesses Spanish reading fluency and comprehension	Places students in appropriately leveled Spanish groups/appropriately challenged materials and tracks end-of-year progress.	Beginning and end-of-year for new students; end of year for returning students
TOM-SOPA	Provides an in-class evaluation of each student’s proficiency in speaking and listening	Assists in placing students in appropriately leveled Spanish groups and tracks end-of-year progress.	End of each trimester – reported in trimester progress reports.
SOPA/ELLOPA	Formulates formal proficiency rating and growth measure in speaking and listening	Assists in placing students in appropriately leveled Spanish groups and tracks end-of-year progress.	End of year
Developmental Reading Assessments (DRAs)	Assesses English reading fluency and comprehension	Places students in appropriately leveled reading groups and tracks progress throughout the year.	Beginning (September/October/November) and Year End (May and June); or as needed
Writing Samples and Year End Assessment	Measures and assesses student’s performance and growth in the writing process	Guides teaching strategies and identifies learning gaps in student’s writing.	End of each trimester – as well as weekly and end-of-unit assignments. Year End Writing assessment will be assessed internally and externally at the end of April.
Singapore Math Assessments	Assess and tracks progress in math concepts	Guides teaching strategies for daily learning at an individual level.	Weekly and end of unit assessments – reported in the trimester progress reports.l
Minute Math	Quizzes computational skills	Provides disciplined computation skill building	Weekly with immediate feedback on results
Benchmark Assessments for other subjects	Assesses and tracks ongoing progress of our students on a regular basis	Guides teaching strategies for students’ daily learning. Identifies specific learning gaps and individual, ongoing needs of our students.	Weekly; end-of-unit; and beginning, middle, end-of-year.
Oregon Assessment of Knowledge and Skills (OAKs)	Assesses students’ mastery of Oregon content standards	Informs Arco Iris how our students compare to the rest of the state. Used as a baseline of student progress.	Up to three times per year as-needed; First round completed December ’11; Second round completed 3/12; Third round will be completed 4/12.
Progress Reports	Shows individual child’s overall progress in all subjects throughout the year	Demonstrates to parents and students individual progress and pattern of growth throughout the year.	Produced each trimester. Trimester 1: December ’11; Trimester 2: March 12; Trimester 3: June 12
Parent Teacher Conferences	Discussion progress and áreas of improvement	Open communication between teachers and parents	Parent/each conference twice per year – end of Trimester 1 and Trimester 3

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Arco Iris Spanish Immersion Charter School
Balance Sheet
 As of February 29, 2012

	Total
ASSETS	
Current Assets	
Bank Accounts	
101 USNB- Ck	30,234.36
102 USNB- Sav	140,965.08
103 USNB - PTO	100.00
Total Bank Accounts	\$171,299.44
Accounts Receivable	
158 Accounts Receivable (A/R)	0.00
159 Receivable Admw- BSD	51,111.00
Total Accounts Receivable	\$51,111.00
Other Current Assets	
157 Recievable- Day care	0.00
181d Prepaid Expenses	265.07
Total Other Current Assets	\$265.07
Total Current Assets	\$222,675.51
Fixed Assets	
231 Furniture and Equipment	
232 Computers	15,943.30
233 Data & Phones	7,184.59
234 Desks & Furniture	7,776.22
235 Leasehold improvements	552.50
Total 231 Furniture and Equipment	31,456.61
Total Fixed Assets	\$31,456.61
Other Assets	
390 Payroll Suspense	0.00
Prepaid rent	3,882.50
Total Other Assets	\$3,882.50
TOTAL ASSETS	\$258,014.62
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
421a Accounts Payable	5,673.36
Total Accounts Payable	\$5,673.36
Credit Cards	
451 US Bank CC #4768	467.46
Total Credit Cards	\$467.46



Other Current Liabilities	
471 Payroll Liabilities	10,239.49
472 PERS Payable	5,643.31
Total Other Current Liabilities	<u>\$15,882.80</u>
Total Current Liabilities	<u>\$22,023.62</u>
Total Liabilities	<u>\$22,023.62</u>
Equity	
32000 Unrestricted Net Assets	37,224.30
Net Income	198,766.70
Total Equity	<u>\$235,991.00</u>
TOTAL LIABILITIES AND EQUITY	<u><u>\$258,014.62</u></u>

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Arco Iris Spanish Immersion Charter School

Profit & Loss

February 2012

	Total	
	Feb 2012	Jul 2011 - Feb 2012 (YTD)
Income		
1510 Interest and Dividends income	57.13	218.08
1610 Food Services		
1612 Lunches	1,006.00	3,491.25
Total 1610 Food Services	1,006.00	3,491.25
1700 Extracurricular Activities Rev.		
1790b AfterSchool Care	6,880.00	40,087.23
1790e Summer Camp Revenue		5,207.00
Total 1700 Extracurricular Activities Rev.	6,880.00	45,294.23
1920 Contributions Income	257.08	13,226.86
1920b Script Sales	121.89	637.32
1920d Auction Fundraiser		-1,050.00
1920f Corporate Contributions		300.00
1920g Personal Contributions	577.27	577.27
1920h Project Fundraisers	1,120.00	1,120.00
Total 1920 Contributions Income	2,076.24	14,811.45
3101 SSF - General Support	51,111.00	481,994.81
47200 Program Income		19,978.33
ODE Grant		19,978.33
Total 47200 Program Income	0.00	19,978.33
Total Income	\$61,130.37	\$565,788.15
Expenses		
1111000 Primary (K-3)		
1111111 K-3 Salaries - Licensed	14,507.96	99,556.44
1111112 K-3 Salaries Classified	935.63	4,395.35
1111121 K-3 Salaries Substitutes	195.02	1,061.45
1111200 K-3 Associated Payroll Costs		
1111210 K-3 PERS Employer	2,232.19	17,214.75
1111220 K-3 Social Security	1,165.25	7,824.82
1111231 K-3 Workers Comp	249.32	627.38
1111232 K-3 Unemployment	375.33	2,781.12
1111240 K-3 Employee Benefits	1,283.45	11,087.76
Total 1111200 K-3 Associated Payroll Costs	5,305.54	39,535.83
1111300 K-3 Purchased Services		
1111311 K-3 Contractor Instruction		120.00
Total 1111300 K-3 Purchased Services	0.00	120.00
1111400 K-3 Supplies/Materials		
1111410 K-3 Consumable Materials	70.47	1,514.71

1111420 K-3 Textbooks/Curriculum		2,376.81
1111460 K-3 Non-Consumable Items		532.88
Total 1111400 K-3 Supplies/Materials	70.47	4,424.40
Total 1111000 Primary (K-3)	21,014.62	149,093.47
1112000 Intermediate (4-5)		
1112111 4-5 Salaries Licensed	3,325.50	23,981.70
1112112 4-5 Salaries Classified	682.50	3,076.47
1112121 4-5 Salaries Substitutes	65.02	2,405.04
1112200 4-5 Associated Payroll Costs		
1112210 4-5 PERS Employer	137.71	4,994.74
1112220 4-5 Social Security	320.57	2,229.10
1112231 4-5 Workers Compensation	72.54	349.41
1112232 4-5 Unemployment Expense	132.88	960.03
1112240 4-5 Employee Benefits	662.80	3,608.72
Total 1112200 4-5 Associated Payroll Costs	1,326.50	12,142.00
1112300 4-5 Purchased Services		
1112311 4-5 Contractor Instruction		80.00
Total 1112300 4-5 Purchased Services	0.00	80.00
1112400 4-5 Supplies & Materials		
1112410 4-5 Consumable Materials		781.86
1112420 4-5 Textbooks/Curriculum	182.50	3,114.52
1112460 4-5 Non Consumable Materials		353.03
Total 1112400 4-5 Supplies & Materials	182.50	4,249.41
Total 1112000 Intermediate (4-5)	5,582.02	45,934.62
1113000 Elementary Extracurricular		
1113112 Extracurr - Salaries Classified	2,390.63	13,298.17
1113200 Extracurr - Associated Payroll Costs		
1113210 Extracurr - PERS	-221.99	345.17
1113220 Extracurr - Social Security	182.88	1,017.31
1113231 Extracurr - Worker's Comp	49.56	77.68
1113232 Extracurr - Unemployment	211.60	713.47
Total 1113200 Extracurr - Associated Payroll Costs	222.05	2,153.63
1113319 Elementary Other Instructional Services	265.00	265.00
1113410 Extracurr Consumables	785.93	2,469.25
1113460 Extracurr Non Consumables		214.03
Total 1113000 Elementary Extracurricular	3,663.61	18,400.08
2240300 InstructStaff-Develop-Purchased		
2240312 Staff Development		3,749.00
Total 2240300 InstructStaff-Develop-Purchased	0.00	3,749.00
2300000 General Administration		
2310300 Board Purchased Services		
2310324 Board - Rentals	274.12	2,133.68
2310341 Board - Travel in District		45.60
2310351 Board - Telephone/Internet	310.57	1,991.16
2310353 Board - Postage		19.29

2310354 Board - Advertising	715.00	1,446.00
2310355 Board - Printing Costs		2,390.96
2310382 Board - Legal Costs		114.50
2310383 Board - Accounting Fees	1,299.25	6,452.33
2310389 Board - Other Non Instr. Fees	-9.00	1,502.00
Total 2310300 Board Purchased Services	2,589.94	16,095.52
2310600 Board - Other		
2310620 Board - Interest Expense		239.79
2310640 Board - Dues/Subscriptions		308.00
2310651 Board - Insurance	401.90	7,009.50
2310670 Board - Taxes/Licenses	97.53	567.53
Total 2310600 Board - Other	499.43	8,124.82
Total 2300000 General Administration	3,089.37	24,220.34
2400000 School Admin		
2410111 Admin Salaries - Licensed	4,647.29	35,255.86
2410112 Admin - Salaries Classified	3,129.09	22,108.13
2410200 Admin - Associated Payroll Costs		
2410210 Admin - PERS	1,753.25	8,697.56
2410220 Admin - Soc Sec	594.89	4,304.78
2410231 Admin - Workmans Compensation	123.38	258.64
2410232 Admin - Unemployment Expense	256.61	1,144.92
2410240 Admin - Employee Benefits	589.25	3,157.58
Total 2410200 Admin - Associated Payroll Costs	3,317.38	17,563.48
2410300 Admin - Purchased Services		
2410355 Admin - Printing Expense	2,585.98	3,201.59
Total 2410300 Admin - Purchased Services	2,585.98	3,201.59
2410400 Admin - Supplies & Materials		
2410410 Admin - Consumable Supplies	528.81	1,375.59
2410460 Admin - Non Consumable Supplies	18.75	3,378.08
Total 2410400 Admin - Supplies & Materials	547.56	4,753.67
Total 2400000 School Admin	14,227.30	82,882.73
2500000 Support Services		
2525391 Bank Charges	-185.00	259.73
Total 2500000 Support Services	-185.00	259.73
2540000 Bus-Operation/Maint Plant		
2542321 Bldg - Cleaning Services	850.55	4,587.86
2542324 Bldg - Rent	1,649.62	23,192.69
2542325 Bldg - Utilities	521.59	3,804.83
2542410 Bldg - Consumable Supplies	227.65	814.13
2542460 Bldg - Non Consumables		52.70
Total 2540000 Bus-Operation/Maint Plant	3,249.41	32,452.21
2660000 Technology Services		
2660389 Technology - Contracted Services		1,557.25
2660460 Technology - Nonconsumables		290.52
2660470 Technology Licensing	31.96	806.55

Total 2660000 Technology Services	31.96	2,654.32
3120000 Nutrition Costs		
3120450 Nutrition Services	1,551.50	7,374.95
Total 3120000 Nutrition Costs	1,551.50	7,374.95
66000 Payroll Expenses		0.00
Payroll Taxes		0.00
PERS Contribution		0.00
Wages- Admin Staff		0.00
Wages- Substitute		0.00
Wages- Teachers		0.00
Total 66000 Payroll Expenses	0.00	0.00
Total Expenses	\$52,224.79	\$367,021.45
Net Operating Income	\$8,905.58	\$198,766.70
Other Expenses		
Other Miscellaneous Expense		0.00
Total Other Expenses	\$0.00	\$0.00
Net Other Income	\$0.00	\$0.00
Net Income	\$8,905.58	\$198,766.70

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Arco Iris At A Glance

Areas of Focus at Arco Iris	Math	English Language Arts	Spanish Language Arts	Science	Social Studies	PE and Health	Art	Music	Behavior/Discipline
Adopted Learning Targets and Benchmark Alignment	Targets cover Beaverton School District and the State Standards and are enhanced by the Singapore curriculum	Beaverton School District	Beaverton School District English Language targets, ACTFL rubric; Arco Iris grammar matrix; also includes cultural study targets	Beaverton School District and The National Science Education Standard	Beaverton School District and National Council for Social Studies	Beaverton School District and National Standards for Physical Education	Beaverton School District	Enrichment based	
Selected Curriculum	Singapore Math - Primary Mathematics	Houghton Mifflin StoryTown; Lucy Calkins and Beth Neville: Units of Study for Primary Writing	Scott Foresman Lecturas (reading and comprehension); SymTalk (oral and listening); Leveled readers	Houghton Mifflin Science Discovery Works AND Ciencias by Houghton Mifflin	Expectations of Excellence: Curriculum Standards for Social Studies; History Alive: America's Past (4th and 5th)	Classroom directed physical education			Positive Behavioral Support is the adopted behavioral program and is aligned with the BSD Consistent Discipline Policy
Supplemental Materials and Activities	Math Minutes: computational skill building; Fraction and Geometry supplemental workbooks		leveled readers for native Spanish speakers		Libros de Texto Gratuito de la SEP (National curriculum of Mexico - history, geography and civics)		Enrichment: Art Literacy Fridays	Enrichment: Music Appreciation Fridays at morning meetings; in class	Friday: Morning Meetings reinforce PBIS modeling and honor students
Assessment Summary (see narrative in Performance Report)	Unit tests; math minutes	DRA; unit tests, writing prompts and assessment	ELLOPA, TOM-SOPA, SRA, AI Language Assessment	end of unit assessments	end of unit assessments				
Training Summary (see key trainings in Performance Report)	Intensive math training for all teachers includes: Singapore model training, observations, individualized coaching by curriculum director	StoryTown publisher workshop	Center of Applied Linguistics: ELLOPA/SOPA training and retraining; SymTalk publisher, meetings and observations at other immersion schools						Program development, coaching and mentoring by PBIS trainer - multiple times each month
Enrichment Options	Chess Club - fee based	Jaguars Read - monthly reading log program		Mad Science - fee based		Jaguars on the Run - walk, run, jog, or skip laps and log your distance	Young Rembrandts - fee based		
Field Trips			Visit to the a Latin Bakery (goods and services unit and language development; Visit to Bonneville Dam (energy unit and language development)						
Special Events			Daily: morning meeting; all school breakfasts; presentations at open house		Celebration of all cultures and their holidays (ie: Chinese New Year, Dia de Tres Reyes)	Field Day		Winter and Spring Recitals	