

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013–14 School Year
Published During 2014–15

For Yu Ming Charter School

Address: 1086 Alcatraz Ave / 6232 Herzog St
Principal: Laura Ross

Phone: 510 452 2063 / 510 922 8631
Grade Span: K-8 (Currently K-4)

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

Yu Ming Charter School is a public K-8 Mandarin immersion school in the East Bay, California. The school is located at 1086 Alcatraz Avenue, Oakland, 94608. Tel: 510-452-2063. For more information on the school visit our website www.yumingschool.org

District Contact Information – Most Recent Year

District Name	ACOE
Phone Number	510-887-0152
Superintendent	Sheila Jordan
E-mail Address	askacoe@acoe.org
Web Site	http://www.acoe.org

School Contact Information – Most Recent Year

School Name	Yu Ming Charter School
Street	1086 Alcatraz Ave.
City, State, Zip	Oakland, CA 94608
Phone Number	510-452-2063
Principal	Laura Ross
E-mail Address	Office@yumingschool.org
Web Site	http://www.yumingschool.org
County-District-School (CDS) Code	01 10017 0124172

School Description and Mission Statement – Most Recent Year

Yu Ming Charter School provides a challenging and comprehensive education for kindergarten through grade 3 students (with plans to become a K-8 school by 2019) preparing them to be inquisitive and analytic lifelong learners in the 1st Century world. Our mission is:

- To provide an academically rigorous college preparatory program
- To graduate students with bilingual and bi-literate skills in Mandarin Chinese
- To nurture intellectual curiosity, international perspective and diligence in attaining personal goals
- To develop young people with compassion, sound moral character and a sense of responsibility for the community and environment

Yu Ming Charter School aims to enroll students whose diversity is representative of Alameda County's general population, not just students of Asian descent.

Student Enrollment by Grade Level (School Year 2013–14)

Grade Level	Number of Students
Kindergarten	52
Grade 1	56
Grade 2	51
Grade 3	53
Total Enrollment	212

Student Enrollment by Student Group (School Year 2013–14)

Group	Percent of Total Enrollment
Black or African American	6%
American Indian or Alaska Native	0
Asian	43%
Filipino	0
Hispanic or Latino	4%
Native Hawaiian or Pacific Islander	0
White	9%
Two or More Races	38%
Socioeconomically Disadvantaged	12%
English Learners	13%
Students with Disabilities	1%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2012–13	School 2013–14	School 2014–15	District 2014–15
With Full Credential	7	11	13	12
Without Full Credential	0	11	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012–13	2013–14	2014–15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers
(School Year 2013–14)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	n/a	n/a
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	n/a	n/a

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin, (adopted in 2011-12) Reading A-Z, Time Magazine for Kids, and 'Shared Inquiry' by the Great Books Foundation (adopted in 2012-13)	Yes	0
Mathematics	Singapore Math (adopted in 2011-12) and Math Pathways and Pitfalls (adopted in 2013-2014)	Yes	0
Science	STC (adopted in 2011) and FOSS adopted in 2014/15	Yes	0
History-Social Science	Reflections by Houghton Mifflin	Yes	0
Foreign Language	For Chinese we use 'Better Chinese' and 'Flying with Chinese' (adopted in 2011-12 and 2012-13 respectively)	Yes	0
Health			0
Visual and Performing Arts			0

Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A
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School Facility Conditions and Planned Improvements – Most Recent Year

An inspection of the **1086 Alcatraz Avenue** school site was conducted on February 13, 2013. The resulting FIT report gave the school a rating of 87.40% and “FAIR”. The school received 100% in ‘cleanliness’ and 92.5% in safety.

The following “Tenant Improvements” include, but were not limited to: Lead abatement on external windows, mold testing and air scrubbing in the basement, installment of a security alarm, CCTV, intercom and fire alarm, rust removal and painting of the play structure, emergency exit doors fixed (where needed) light and electrical outlet repairs and interior painting, all fire extinguishers were re-filled. All of these improvements were completed before students moved in to the facility on February 25th 2013.

The two annex rooms, used as grade 3 classrooms last year and as a Wellness Center and , were inspected for seismic retrofitting over the 2013 summer break and were found to have already been re-fitted. The Annex’s roof was re-covered and the gutters were fixed.

An inspection of the **6232 Herzog Street** school site was conducted on July 21st, 2014 prior to the site being renovated. The resulting FIT report gave the school a rating of 81.73% and ‘FAIR’. The school received GOOD in ‘systems’, ‘safety’ and ‘structural’, FAIR in ‘cleanliness’, ‘electrical’, ‘restrooms’ and ‘external’. The primary area of concern was in ‘interior surfaces’ which received a rating of ‘POOR’.

The following ‘Tenant Improvements’ were included but were not limited to; For building A & B: “All rooms must be deep cleaned and or painted prior to occupancy, rust stains in toilets must be removed, flush sink water systems to remove rust and install new filters, remove debris from floor drains”. The courtyard black top was reported as ‘uneven’ and a ‘potential tripping hazard’. For building A; some floor tiles were missing in multiple rooms and in others needed repairing, stall doors were missing from toilets. In building B; more floor tiles were missing or needed repairing; the kitchen needed a deep clean and painting; the floor drain in the kitchen needed un-clogging; toilets needed a deep cleaning. All Tenant Improvements recommended were addressed before students moved in. A deep clean was done throughout the property, the entire interior was professionally repainted, tiles were replaced and the carpet of building A was replaced rather than cleaned.

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Need for a repaint was highlighted. Both were done prior to students using the facility
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Need for a deep clean- especially of the bathrooms- was noted (building had been unoccupied for 5 years). A deep clean was done prior to students occupying the building.
Electrical: Electrical		X		One light switch had an electrical short and one ceiling light was out. Both were repaired prior to students occupying to the building.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Stall doors were missing and there was low pressure at the drinking fountains. OUSD came to address the pressure and we allocated bathroom use so as to not require stall doors to be fitted.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Uneven blacktop surfaces created a tripping hazard. Areas of the blacktop identified were coal patched or re-surfaced prior to students occupying to the building.

Overall Facility Rate – Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and

- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Science (grades 5, 8, and 10)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013–14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	N/A
All Students at the School	N/A
Male	N/A
Female	N/A
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	N/A
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	N/A
English Learners	N/A
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
English-Language Arts	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
History-Social Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010–11	2011–12	2012–13
Statewide	n/a	n/a	n/a
Similar Schools	n/a	n/a	n/a

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010–11	Actual API Change 2011–12	Actual API Change 2012–13
All Students at the School	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC
Asian	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
White	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC
English Learners	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013–14)

We are currently a K-4 school with no career and technical education programs

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement – Most Recent Year

Yu Ming Charter School welcomes parent support and involvement. There are many opportunities for parents to be involved at school by volunteering in the classroom, preparing weekly homework packets, serving as a room parent, monitoring at recess or serving hot lunch, chaperoning on field trips. There are also many volunteer needs that can be carried out outside of school for families who find it difficult to volunteer during school hours. These fall under the following categories:

Board Led Committees: Facilities, Finance, Education, Capital Campaign

PAG: Fundraising, Gala, Enrollment, Parent Orientation, Communications, Translation, Library, Room Parents, Teacher Appreciation, Social/Events, Community Outreach.

Cultural Competence Committee: Curriculum & Events sub-committee; Outreach and retention sub-committee; Parent Education sub-committee.

Yu Ming has a Volunteer Coordinator that coordinates between the needs of the school and the expertise and availability within our parent community, that person can be contacted on email at volunteercoordinator@yumingschool.org

Our Parent Advisory Group (PAG) meets every month to talk about school issues, mobilize parent energy and host community building events and our CCC meet once every 6 weeks to talk about school issues as they relate to diversity and inclusion.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School		
	2011–12	2012–13	2013–14
Suspensions	0	0	3
Expulsions	0	0	0

School Safety Plan – Most Recent Year

The school has two separate Safety Plans, one for each campus. These plans were revised in the summer of 2014 in order to be ready for the coming school year. Staff were trained in the first week of school (August 12th to 15th) on the salient points of the plan and in more detail on the protocols for:

Intruder alerts

Earthquake drills

Fire Drills

Intruder drills and earthquake drills are conducted once per trimester and fire drills are conducted once per month.

For fire drills students are escorted by teachers off campus to a collection point where attendance is checked before returning to campus. The goal is to have all students exit the building from the nearest exit and to have the school site checked by administration within 2 minutes. Emergency backpacks, kept in the rooms by the door are taken out to the collection point by the teachers.

For earthquake protocol we have 2 procedures, one is for staying on the campus and one if for exiting the campus. The collection point for the former is on the blacktop at Alcatraz (in the middle as far away from buildings and power lines that could fall). The collection point at Herzog is in the courtyard towards the middle of the open space. The offsite collection points are the same as for the fire drills.

Lock down/ intruder alert protocol requires both sites to use an intercom / two way radios to communicate the initiation of lockdown. This is an on-site drill.

For more details see attached Safety Plan

D. Other SARC Information

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		2		26		2		26		2	
1	26		2	26	26		2		28		2	
2					26		2		26		2	
3									26		2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2013–14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0.1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	0.6	N/A
Reading Coach	1.5	N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012–13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,053	\$1,067	\$7,985	\$46,806
District	N/A	N/A	\$7,985	\$46,806
Percent Difference – School Site and District	N/A	N/A	0%	0%
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2013–14)

Yu Ming Charter School is not a Title 1 school. However, we have many programs in place designed to support students in attaining educational and personal goals. We have both an academic and a social intervention policy. In the 2013 to 2014 academic year we had an English Guided Reading Coach for grades 1 and 2 who would meet with every reader in a levelled group each week. In Math and Chinese students requiring support are provided it through differentiated instruction and small group push in services through Teaching Assistants.

In 2013-2014 we had a part time School Psychologist who did social emotional whole class instruction and small group facilitation as well as managing the IEP process. We consulted with Lincoln Child Center for OT, behavior intervention, observation and assessment support and Faltz and Associates for our speech and language program. We had a core team structure that was devoted to RTI and facilitation of the SST (Student Success Team) meetings. We had a full time school nurse.

We also had enrichment programs through the YMCA for bi-weekly Physical Education and MOCHA for weekly art instruction.

Teacher and Administrative Salaries (Fiscal Year 2012–13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	DPC	DPC
Mid-Range Teacher Salary	DPC	DPC
Highest Teacher Salary	DPC	DPC
Average Principal Salary (Elementary)	DPC	DPC
Average Principal Salary (Middle)	DPC	DPC
Average Principal Salary (High)	DPC	DPC
Superintendent Salary	DPC	DPC
Percent of Budget for Teacher Salaries	DPC	DPC
Percent of Budget for Administrative Salaries	DPC	DPC

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2013–14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	DPC	N/A
English	DPC	N/A
Fine and Performing Arts	DPC	N/A
Foreign Language	DPC	N/A
Mathematics	DPC	N/A
Science	DPC	N/A
Social Science	DPC	N/A
All courses	DPC	DPC

Note: Cells with N/A values do not require data.

* Where there are student course enrollments.

Professional Development – Most Recent Three Years

Over the last three years Yu Ming Charter School teaching staff has spent between 6-12 days of professional development per year. As per our offer letter made to teachers, they are required to spend a minimum of six days in training per year. Teachers are given a stipend for training time over and above this threshold. The major areas for focus have been in curriculum development, Common Core implementation- with a particular focus in Mandarin and English literacy through writing assignments, assessment and differentiation, Responsive Classroom and PBIS and diversity and inclusion workshops with Terry Berman and the New Family Coalition. As a new Mandarin Immersion school without an adopted MLA curriculum our staff has been working at and across grade levels to build a new standards aligned curriculum. They have attended external trainings and conferences such as the weeklong 'STAR TALK' conference at CAIS, the NCLC (National Chinese Language Conference), Mandarin Institute Conferences and workshops, e.g. 'Using Singapore Math in the classroom' by SDE. All teaching staff attended a two day online training from the Center for Applied Linguistics (CAL) on how to conduct the ELLOPA assessment that was used for Mandarin Language Arts and have attended whole school workshops on CCSS (hosted by the ACOE and EBCC) and Diversity training. The Principal has also attended a California Association for the Gifted (CAG) conference, Common Core, PBIS training, the NCLC as well as the district CELDT and STAR trainings and has a diversity trainer / mentor.

Teachers are also supported on an individual level through frequent classroom observations and feedback, and one on one meetings with the Principal, Head of Professional Development, Head of English or the Director of Curriculum and Instruction for Chinese (this position as well as the Head of PD are new to 2014-2015). Several members of staff are working on their BTSA to clear their credential so have weekly meetings with their BTSA mentor.