

Executive Summary School Accountability Report Card, 2013-14

For Yu Ming Charter School

Address: 1086 Alcatraz Ave.

Principal: Laura Ross

Phone: 510-452-2063

Grade Span: K8 (currently K-3)

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2012–2013 school year. School finances and school completion data are reported for the 2010–2011 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–2013 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

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

Student Enrollment

Group	Enrollment
Number of students	211
Black or African American	4%
American Indian or Alaska Native	0%
Asian	46%
Filipino	%
Hispanic or Latino	4%
Native Hawaiian or Pacific Islander	0%
White	9%
Two or More Races	37%
Socioeconomically Disadvantaged	10%
English Learners	7%
Students with Disabilities	1%

Teachers

Indicator	Teachers
Teachers with full credential	12
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	78%
Mathematics	100%
Science	N/A
History-Social Science	N/A

Academic Progress²

Indicator	Result
2013 Growth API Score (from 2013 Growth API Report)	944
Statewide Rank (from 2012 Base API Report)	944
Met All 2013 AYP Requirements	N/A
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	N/A
2013–14 Program Improvement Status (PI Year)	N/A

School Facilities

Summary of Most Recent Site Inspection

Gail Greely and Paul Johnson from the ACOE conducted a pre-opening site inspection on Wednesday Feb 13th at our new location, 1086 Alcatraz Avenue, Oakland. The overall rating for the site was 87.4% and the rating was 'fair'. 6/8 categories were ranked as 'good' and 1/8 were ranked as 'fair' and 1/8 was ranked as 'poor'.

Repairs Needed

The following items were identified for follow up: Inspection of the HVAC; repair of emergency exit doors; refilling of out of date fire extinguishers; inspection of all electrical outlets (where necessary repair to code); inspection of roof, gutters, downspouts for leaks, blockage and repair as needed; conduct a mold test; conduct a fire inspection; replacement of light bulbs and ballasts where necessary

Corrective Actions Taken or Planned

The following actions were taken prior to the school opening on 25th February.

HVAC was inspected and the central heating now operates on a thermostat and timer. All emergency exit doors were repaired (and met with approval during Fire Inspection on February 25th). All extinguishers throughout the entire building were refilled. All broken power outlet covers were removed and replaced and all flickering and buzzing lights were fixed by either replacing the bulbs, or replacing the ballasts. A mold test was conducted and following on from that we installed an 'air scrubber' in the school multipurpose room at basement level for 5 days. A fire alarm, security alarm, intercom system and CCTV cameras were installed and are being monitored by Bay Alarm.

A Fire Inspector visited the property on Monday 25th February, 2013. The Inspector identified some issues, most of which were resolved within the first week and correlated with the ACOEs findings. A major follow up item included adding in two additional smoke detectors and moving existing smoke detectors that were too close to the fans in the kindergarten classrooms. This work was completed in the Fall of 2013. In addition emergency lighting and the sprinkler system all needed checking and we contracted with Battalion One, in Oakland, to provide these services. The ADA lift did not work when we moved into the building but has since been fixed and there is a certificate posted on the lift.

During the 2013 summer work further inspection of the annex rooms took place. The annex was confirmed as having already been seismically retrofitted and there was a new roof placed over the existing roof to prevent leakage.

¹ Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	n/a

School Finances (2011-2012)

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,793
District	\$5,793
State	

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

California Department of Education
School Accountability Report Card
Reported Using Data from the 2012–13 School Year
Published During 2013–14

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.

- 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/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document the letters DPL means Data provided by the LEA, and the letters DPC means Data provided by the CDE.

II. About This School

District Contact Information (School Year 2013–14)

Name	Alameda County Office of Education
Phone Number	510-887-0152
Web Site	http://www.acoe.org
Superintendent	Sheila Jordan
E-mail Address	askacoe@acoe.org
CDS Code	01 10017 0124172

School Contact Information (School Year 2013–14)

Name	Yu Ming Charter School
Street	1086 Alcatraz Ave.
City, State, Zip	Oakland, CA 94607
Phone Number	510-452-2063
Principal	Laura Ross
E-mail Address	info@yumingschool.org

School Description and Mission Statement (School Year 2012–13)

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 biliterate 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

Opportunities for Parental Involvement (School Year 2012–13)

Yu Ming Charter School welcomes parent support and involvement. We have a volunteer requirement of 30 hours per year per family. There are many opportunities for parents to be involved at school by volunteering in the classroom, preparing weekly homework packets, monitoring at recess or serving hot lunch. There are also many volunteer needs that can be done outside of school for families who find it difficult to volunteer during school hours. These fall under the following categories:

Finance, Fundraising, Gala, Facilities, Enrollment, Cultural Competence, Hiring, Communications, Translation, Library, Room Parents, Teacher Appreciation, Garden, Social/Events, Community Outreach. 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

In addition we have a Parent Advisory Group (PAG) that meets every month to talk about school issues, mobilize parent energy and host community building events .

Student Enrollment by Grade Level (School Year 2012–13)

Grade Level	Number of Students
Kindergarten	55
Grade 1	52
Grade 2	52
Total Enrollment	159

Student Enrollment by Student Group (School Year 2012–13)

Group	Percent of Total Enrollment
Black or African American	6%
American Indian or Alaska Native	0
Asian	41%
Filipino	0
Hispanic or Latino	4%
Native Hawaiian or Pacific Islander	0
White	10%
Two or More Races	39%
Socioeconomically Disadvantaged	8%
English Learners	5%
Students with Disabilities	1%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	n/a	n/a	n/a	n/a	26	n/a	2	n/a	27	n/a	2	n/a
1	n/a	n/a	n/a	n/a	26	n/a	2	n/a	26	n/a	2	n/a
2									26	n/a	2	n/a

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

III. School Climate

School Safety Plan (School Year 2012–13)

Please see attached the school's safety plan. The plan covers campus safety and security, emergency preparedness, disaster plans and student discipline. The safety plan was last reviewed and updated in February 2013 prior to our move to a new location. Safety training for staff was conducted on March 5th, 2013.

Suspensions and Expulsions

Rate*	District 2012–13
Suspensions	0
Expulsions	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013–14)

An inspection of the 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.

The two annex rooms, now used as grade 3 classrooms, 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.

School Facility Good Repair Status (School Year 2013–14)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces			X		Ceiling tiles were sagging in 3 rooms. The ceiling in one room, where damage was beyond superficial, has been fixed. No water damage was detected
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical				X	Electrical outlet covers were broken and have since been replaced. Some light bulbs and ballasts needed replacing, an electrician has completed this work.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			One toilet paper holder was broken and has since been replaced.
Safety: Fire Safety, Hazardous Materials		X			Fire extinguisher tag out of date. All extinguishers have since been refilled and are in the proper place. Emergency exit sign in the Lion room was not lit and has since been fixed by adding cable.
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating	87.40% FAIR				

Note: Cells shaded in black do not require data.

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

- HVAC, Gas and Sewer are all in good order.
- Yu Ming had an HVAC contractor come out to fix the boiler in February 2013 and a plumber to clear the drains in March 2013. Both are now in good repair.
- The Overall Rating for Gas was 95%, for MECH/HVAC was 95% and for Sewer was 100%

V. Teachers

Teacher Credentials

Teachers	District 2012–13
With Full Credential	7
Without Full Credential	0
Teaching Outside Subject Area of Competence (with full credential)	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011–12	2012–13	2013–14
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 2012–13)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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	Data provided by the CDE	Data provided by the CDE
All Schools in District	Data provided by the CDE	Data provided by the CDE
High-Poverty Schools in District	Data provided by the CDE	Data provided by the CDE
Low-Poverty Schools in District	Data provided by the CDE	Data provided by the CDE

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2012–13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0.2	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013–14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: February 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2011	Yes	0
Mathematics	2011	Yes	0
Science	2011	Yes	0
History-Social Science	2011	Yes	0
Foreign Language	2011	Yes	0
Health	2011	Yes	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

Note: You are not required to present SARC information in a tabular format. This template is only a guide. You can provide a narrative or other format. But be sure to include all the information requested below for this section:

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, & history-social science), including:

- For English Language Arts we use 'Medallions' by Houghton Mifflin, Reading A-Z, TIME for KIDS and 'Shared Inquiry' by The Great Books Foundation
- For Math we use 'Singapore Math' developed by Singapore Math Inc.,
- For Science we use 'Science and Technology Concepts' (STC) by Carolina Curriculum
- For Social Sciences we use 'Reflections' by Houghton Mifflin,
- For Mandarin Language Arts we use 'Better Chinese' and 'Flying with Chinese',
- For Social Studies we use 'Second Step' developed by the Committee for Children

All curriculum materials were adopted in 2011 from the latest version. Houghton Mifflin English Language Arts materials and Social Sciences materials are aligned to CA standards, as are the Singapore Math textbooks. We are waiting for materials authentically aligned to CCSS to come out before switching any of our existing programs and are focusing instead on the shifts in teaching practice required to be Common Core aligned. STC kits were developed with the National Science Resource Center (a division of the Smithsonian) The STC Program is a basal, inquiry-based science curriculum for grades K–10 that covers life, earth, and physical sciences with technology. For Mandarin Language Arts we use 'Better Chinese' and 'Flying with Chinese', this is not a standards aligned program. Yu Ming Charter School is an immersion program therefore the CA standards pertaining to teaching of a second language are not appropriate instead we are using ACTFL proficiency guidelines and the ELA CCSS for Mandarin where it applies. Every student at the school has their own textbook and access to materials and resources to perform the tasks set forth in any lesson.

VIII. School Finances

Types of Services Funded (Fiscal Year 2012–13)

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 ELA if students fall below expectations according to their DIBELS assessment they receive small group support from one of our English teachers either as push in or pull out services. In Math and Chinese students requiring support are provided it through differentiated instruction and small group push in services through Teaching Assistants.

Yu Ming Charter school provides all services to students with special needs through an external contractor. We contract with Pinnacle Ed Services, Lincoln Child Center and Faltz & Associates. We have a referral system for those students not yet on an IEP who require additional support that uses a combination of 1-2-1 meetings with the counselor, small group sessions and SST meetings with teachers, parents and the counselor.

Yu Ming has an art teacher visit every class once a week and a Kung Fu instructor visit every week and has 2 full time Teaching Assistants.

IX. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Over the last three years (since the school opened in 2011-2012) Yu Ming Charter School teaching staff have spent between 6-12 days of professional development per year. As per the teaching staff contract teachers 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, assessment and differentiation and Responsive Classroom. As a new Mandarin Immersion school without an adopted 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 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 mentor.

Teachers are also supported on an individual level through frequent classroom observations and feedback from the Principal. Several members of staff are also doing their BTSA this year and so receive weekly support meetings with their mentor.