



Board of Directors Meeting

675 41st St.

Oakland, CA 94609

October 19, 2017

6:00 PM

Vision & Mission

Yu Ming Charter School will provide a challenging and comprehensive education for Kindergarten through 8th grade students, preparing them to be inquisitive and analytic lifelong learners in the 21st Century world. Our mission is:

- *To provide an academically rigorous college preparatory program*
- *To graduate students with bilingual and biliterate skills in Mandarin-Chinese and English*
- *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 the environment*

I. Preliminary

- A. **CALL TO ORDER**
- B. **ROLL CALL**
- C. **APPROVAL OF AGENDA**

II. INVITATION TO THE PUBLIC TO ADDRESS THE BOARD

III. CONSENT AGENDA (10 mins)

- A. Approval of August 26 (retreat) minutes
- B. Approve July check register
- C. Approve EPA Resolution
- D. Approve School Goals with final revisions
- E. Review August Financials
- F. Approve final board committee descriptions

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- G. Approve revised board meeting calendar
 - a. May meeting moved to May 10
- H. Approve Transportation Safety Plan

IV. ITEMS OF BUSINESS

- A. Head of School's Report and FSO Report (Sue) (15 mins)
- B. Board Development (Brianna, Eric) (30 mins)
 - 1. Vote to add Ethan Warsh to YMCS Board of Directors
 - 2. Vote to add Sonali Nijhawan to YMCS Board of Directors
 - 3. Discuss 2017-18 board meeting facilitation/admin
 - 4. Discuss Board Officer elections to be held at December Meeting
 - 5. Discuss Cal Berkeley Board Fellows Introduction and potential work
 - 6. Next meeting: individual board member self evaluation
- C. Finance Committee (Jessica) (20 mins)
 - 1. Vote on revised Fiscal Policies
 - 2. Discuss Financial report
- D. Education Committee (Julie) (15 mins)
 - 1. Education Committee report
- E. Enrollment & Diversity Committee (Ron) (15 mins)
 - 1. Enrollment & Diversity Committee report
 - 2. Review ACOE MOU submitted Oct 3
- F. Funds Committee (Eric) (15 mins)
 - 1. Funds Committee report
- G. Facilities Committee (Lucia) (15 mins)
 - 1. Facilities Committee report

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H. Performance, Recruitment & Retention Committee (Joy) (15 mins)

1. Performance, Recruitment & Retention Committee report

V. REVIEW OF ACTION ITEMS AND FUTURE AGENDA ITEMS

VI. **ADJOURNMENT**

The meeting was adjourned at _____.

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Board of Directors Meeting

675 41st St.

Oakland, CA 94609

August 26, 2017

8:00 AM

MINUTES

Vision & Mission

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- *To graduate students with bilingual and biliterate skills in Mandarin-Chinese and English*
- *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 the environment*

I. Preliminary

A. CALL TO ORDER 8:15am start

B. ROLL CALL

Eric - present
Julie - present
Lucia - present
Ron - present
Joy - present
Jessica - present
Brianna - present
Thompson - Absent

C. APPROVAL OF AGENDA

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Move to approve - Lucia
Second - Julie
Eric - Yes
Julie - Yes
Lucia - Yes
Ron - Yes
Joy - Yes
Jessica - Yes
Brianna - Yes
Thompson - Absent

II. INVITATION TO THE PUBLIC TO ADDRESS THE BOARD

III. CONSENT AGENDA (10 mins)

- A. Approval of June 30 and July 7 minutes
- B. Review June, July 2017 Check Register

Move to approve - Julie
Second - Jessica
Eric - Yes
Julie - Yes
Lucia - Yes
Ron - Yes
Joy - Yes
Jessica - Yes
Brianna - Yes
Thompson - Absent

IV. ITEMS OF BUSINESS

A. Head of School's Report and FSO Report

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- Started new facility, are three weeks in now. It was an enormous task, got parents and staff to work through the summer. Still some touch-up: doing things in stages (gym, repaving / painting blacktop, greenspace).
- FSO report
 - Lucia: First FSO council meeting today. FSO council leadership reflects diversity efforts at YMCS (they will come to future board meetings).
 - Eric: Maybe everyone on the board can pick an FSO event to attend?

B. Goal-setting (120 mins)

1. Outcomes (Sue, Staff)

- School academic data
 - New Director of lower school (Xinyi) K-3 + leading Chinese programs
 - Director of upper school (Celia)
 - Standards
 - ACTFL, Common Core , as well as YMCS language standard
 - (ELLOPA, STAMP 4Se) and
 - Chinese Language Arts (CLA) (Running Record three times per year, LHQ Writing four times per year)
 - Student outcomes: Chinese proficiency levels (CLA/CLD) are defined by tasks
- 2016-17
 - YMCS Chinese proficiency goal: 75% of students will reach the range
 - Tried to use ELLOPA for 2nd grade, but now will use STAMP
 - Overall did well reading and writing, some room for improvement with 1-2 grades with speaking and listening
 - STAMP instrument isn't perfect, but none of the assessment tools are; Excited to have an external benchmark to compare, even if imperfect
 - YMCS students are overall mastering each year
 - pre & post Chinese Reading: all grades at or above grade level
 - pre & post Chinese Writing: all grades at or above grade level
 - exception: 6 grade just below goal for Common Core
 - exception: 4 grade below for Language
 - English Writing:
 - Language:

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- 2017-18
 - Focus on oracy to improve speaking proficiency, which should subsequently improve writing proficiency
 - Changes over last year
 - Overall increase in goal for listening (grades 2 - 7)
 - Also increased goal for reading (grades 1-4)
 - Also increased goal for speaking (grades 2-3, 5-8)
 - Program / Textbook
 - Better immersion (K-5) / Units (6-7)
 - Balanced literacy (Level Chinese, Joy Reader, LHQ)
 - SBAC Math
 - YMCS did exceptionally well on SBAC (top performing of 2015-16 comparable 40 nearby schools); important to use it for retention of families considering leaving to attend other middle schools and also for advertising YMCS to local high schools for pipeline
 - Met / exceeded decreased, nearly met increased, but none "not met"
 - SBAC English
 - YMCS only outperformed by 1-2 other schools out of 100 statewide; outperforming students who have English 100% of day and some of our students only have English 45 minutes a day
 - Would be interesting to see comparison at individual student level of STAMP and SBAC (are same students meeting in same bands?)
- YMCS graduates will be more proficient than any local area high schools can accommodate; YMCS will need to develop pipeline for our graduates
- LCAP alignment
 - Performance on SBAC is captured in LCAP Academic Performance goals; documented goals lower than internal goals
 - Not publishing our reading / writing internal benchmarks
- CARES goal will be 90% meet or exceed "Habits of Success" standards and 100% participation in at least one service learning activity (all grades)

2. School Climate and Culture (Sue, Staff)

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- **Student Engagement:** 2016-17 goals for student engagement were 90% - actual results fell much lower than targets, lots of room for improvement, had been focusing on academics previously and have confidence we can improve on this (clubs, activities, etc. being added), variety of complaints contributed and specific issues; 2017-18 goal will be 75% favorable on school belonging and school climate (Panorama tool)
- **Staff Engagement:** 2016-17 goal was 73% on Panorama, switched to Gallup - want average 4 out of 5 on 15 questions, performed well on community but fell far below targets for materials/equipment and support (encouraging development) - rolling out a new coaching model in response (everyone has a coach, meeting weekly/bi-weekly basis); 2017-18 goal is 4 out of 5 on G12/G15 80% (and specifically 75% on materials/equipment and support)
- **Parent Satisfaction:** 2016-17 goal was >80% favorable, actuals fell below and are in 20-30th percentile vs national standards, opportunity for analysis and understanding root cause, will look to FSO to get more insights on this; 2017-18 goal is >70%
- **Parent Involvement:** 2016-17 goal was 55% complete and 40% fulfill hours, 91% completed survey, family engagement 38% (80th percentile nationally); 2017-18 goals 91% complete, >40% favorable responses in family engagement
- **Valuing Diversity:** 2016-17 goal was 100% favorable response, fell below that at 66% (approximation of this), 2017-18 goal of 75% favorable response
- **Confidence in Leadership:** 2016-17 didn't have specific goal, 62% favorable response on (7-10 on 10 point scale) - was first year of having this metric, goal of 75% favorable response for 2017-18
- **School Climate & Culture Next Steps:** Sue + leadership team are looking at plan of action against improving these scores - will share plan at later

3. School growth and sustainability

- i. Enrollment: 2016-17 goal was 99%, actual was 98%; hard to fill enrollment after 1st or 2nd grade because of passing assessment and standards
- ii. Diversity (Sue, Ron): now in Common Application of open enrollment so only #s available are in actual enrollment - increased to 17% for African American, declined for Latino to 1% - an area of need (in recruitment/outreach this was a focus but it was hard to convert - vs Spanish immersion programs, learning

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3rd language, sustained effort needed, etc.), 25% enrolled of kindergarten are FRL

- iii. Attendance: 2016-17 goal was 97% and met it, same goal for 2017-18
- iv. Facilities: To be discussed as part of facilities discussion
- v. Staff Retention: Goal was 85%, actual was 80%, 2017-18 goal is 85% (of high-performing), will follow up with total attrition rate
- vi. Community Relations: hasn't been defined clearly in past - did do some activities as participation in working groups/student service/local neighborhood applicants, 2017-18 goal - TBD, may be part of external communications or FSO, potentially participating in neighborhood councils/advisory meetings (for both campuses), Chinese community, school boards

- a. Priorities: OUSD/Charter network, landlords/dioceses, neighborhoods

- vii. 2017-18 LCAP goals: infrastructure for data, educational standards and model, engagement of stakeholders

- Principal Park presented a slate of 2017-18 proposed goals, and the Board provided input; we will plan to vote on the final slate of goals at our next board meeting

viii. **Finances** (Sue, Jessica, ExED)

- a. Review and approval of end of year unaudited financials (vote)

- Guests from ExED joined to give a brief Charter School Revenues 101 presentation
- Board discussed budget risks and opportunities specific to YMCS
- Board reviewed end of year unaudited financials

Move to approve end of year unaudited financials - Joy

Second - Lucia

Eric - yes

Julie - yes

Lucia - yes

Ron - yes

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Joy - yes
Jessica - yes
Brianna - yes
Thompson - Absent

ix. Fundraising (Sue, Eric)

- Karen Geiger (parent at YMCS, volunteers on FSO Fundraising Committee) gave overview of FSO Fundraising
- Committee aims to
 - close funding gap
 - work with school leadership and board
 - provide way for all families of diverse backgrounds to support school
- Fundraising goals to be met primarily via three events
 - Auction & Benefit: cash sponsorships, in-kind donations, fund-a-need, raffle
 - Fall Giving Campaign: cash donations, back-to-school, corporate matching encourages, focuses on parents
 - Read-A-Thon: pledges made for minutes read, focus on extended family / friends (expands giving circle), way to involve students
 - Plus some other small efforts (parent / corporate donations, Charity buzz, Amazon Smile)
 - New Grant Writing Committee (three members); not included in contributed revenue goals; going to see how it goes
 - Night market and class trip fundraisers also not included in this committee's goals
- All funds raised are discretionary, but has in the past been helpful for:
 - pay raises for certificated teachers
 - enrichment staff positions
 - teacher leadership positions
 - educational resources
 - professional development for teachers
- Discussion / Questions

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- Continue to have an intentional combination of Capital Committee and FSO Fundraising Committee

C. Board Development (20 mins)

1. Vote to replace the Board Compensation Committee with a new Performance, Recruitment and Retention Committee

Move to approve - Eric

Second - Ron

Eric - Yes

Julie - Yes

Lucia - Yes

Ron - Yes

Joy - Yes

Jessica - Yes

Brianna - Yes

Thompson - Absent

2. Vote on Ron Lewis as Enrollment & Diversity Chair

Move to approve - Lucia

Second - Joy

Eric - Yes

Julie - Yes

Lucia - Yes

Ron - Yes

Joy - Yes

Jessica - Yes

Brianna - Yes

Thompson - Absent

3. Vote on Lucia Hwang as Facilities Chair

Move to approve - Eric

Second - Jessica

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Eric - Yes
Julie - Yes
Lucia - Yes
Ron - Yes
Joy - Yes
Jessica - Yes
Brianna - Yes
Thompson - Absent

4. Vote on Eric Peterson as Capital Campaign Committee Chair

Move to approve - Brianna
Second - Julie
Eric - Yes
Julie - Yes
Lucia - Yes
Ron - Yes
Joy - Yes
Jessica - Yes
Brianna - Yes
Thompson - Absent

5. Vote on Joy Lee as Performance, Recruitment and Retention Committee Chair (if the new committee is approved)

Move to approve - Julie
Second - Lucia
Eric - Yes
Julie - Yes
Lucia - Yes
Ron - Yes
Joy - Yes
Jessica - Yes

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Brianna - Yes

Thompson - Absent

6. Discussion of Potential Board Candidates (Brianna)

- Brianna will ask Ethan Warsh to ask his employer if he can be a board member or volunteer and whether
- Sue would like to see: (1) Mandarin / bilingual language education / school leader, (2) facilities, (3) foundation / fundraising (local fundraising, events), (4) attorney / legal
- Lucia and Eric each have a lead to pursue

D. Board Development, including self-evaluation (120 mins)

1. Self Evaluation (Brianna)

- Will send to Board members via email and ask for 100% participation before September Board meeting
- Will try to use same self assessment tool as prior year for trend analysis, but may reconsider new tool if will provide better results

2. Committees: Look Back / New Goals (Respective Committee Leads)

- i. Education; (Julie)
- ii. Finance; (Jessica)
- iii. Facilities; (Lucia)
- iv. Recruitment and Retention Committee; (Joy)
- v. Board Development; (Brianna)
- Joy, Jessica, Brianna joined at start of school year, Julie joined shortly after, plus Ron, and now Lucia
- Have at least one interested potential candidate (attended retreat) and have an open line of communication with Edgility Consulting / Educate78 for additional openings
- Want to work with FSO to particularly focus on board member; could be good place to make connection to school climate & culture focus on parent confidence in leadership (goal to increase from 62% to 75%)
- Work with Enrollment & Diversity Committee to focus on increasing enrollment rate of Latino and African-American families

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- Board members attend CCSA conference? CCSA gives a discount to board members
- Board Development Committee Chair will send self-evaluation survey to board to complete by September 20 board meeting
- Board Development Committee Chair will schedule touch point with each board member to discuss their engagement & interests
- Board Development Committee Chair will schedule touch point with Principal Park to discuss board recruitment needs

vi. Enrollment & Diversity:(Ron)

vii. Capital Campaign Committee (Eric)

- Name was supposed to be Funds Development Committee

3. Meeting Chair Rotation (Brianna)

4. Strategic Planning (Brianna)

E. Long Term Facilities (Sue, Eric, Lucia) (30 mins)

- Move to future board meeting

V. REVIEW OF ACTION ITEMS AND FUTURE AGENDA ITEMS

- **Move May Board meeting to May 10 (put in consent agenda for Oct meeting)**
- **Each Board member donate \$60 for board meeting meals**

VI. ADJOURNMENT

The meeting was adjourned at 3:06pm.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

Members of the public are welcome to speak on any agenda or non-agenda items so long as the matter pertains to the domain and jurisdiction of the school board. Public testimony on non-agenda items will be heard at the opening of the meeting. Public testimony on agenda items will take place as each item is presented. The Board's presiding officer reserves the right to impose reasonable time limits on public testimony.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Yu Ming Charter School during normal business hours at 1086 Alcatraz Ave, Oakland, CA 94608; telephone (510) 452-2063 as far in advance as possible, but no later than 24 hours before the meeting.

FOR MORE INFORMATION

For more information concerning this agenda or for materials relating to this meeting, please contact:
Yu Ming Charter School at 1086 Alcatraz Ave, Oakland, CA 94608; telephone (510) 452-2063

**Yu Ming Charter School
Check Register**

From 7/1/17 to 7/31/17

Check Number	Check Description	Vendor Name	Effective Date	Check Amount
1447	05/17: SUBSTITUTE	MING MING WU	7/1/2017	150.00
1448	05/17: SUBSTITUTE	MING MING WU	7/1/2017	150.00
1459	06/17: TEACHING CREDENTIALS	CTC (CALIFORNIA COMMISSION ON TEACHER CREDENTIALING)	7/1/2017	100.00
1461	06/17: SUBSTITUTE	MING MING WU	7/1/2017	150.00
1466	06/17: LANDSCAPING SERVICES	ALFREDO DIAZ	7/1/2017	650.00
1467	07/17: ADMINISTRATIVE SUPPORT CONSULTANT	SARA PARK	7/14/2017	432.00
1468	07/17: ALARM PERMIT FEE	BAY ALARM COMPANY	7/18/2017	35.00
1469	07/17: ADMINISTRATIVE SUPPORT CONSULTANT	SARA PARK	7/28/2017	374.00
1707061	07/17: MISC BANK FEE	FIRST REPUBLIC BANK	7/6/2017	2.50
1707071	06/17: PHONE (960 761 3474 555 8)	AT&T	7/7/2017	1,044.51
1707072	06/17: GAS AND ELECTRIC (2086434523-4)	PACIFIC GAS & ELECTRIC	7/7/2017	1,647.40
1707141	07/17: CREDIT CARD FEE	STRIPE DASHBOARD	7/14/2017	6.90
1707201	07/17: LEASE DEPOSIT	SACRED HEART CHURCH	7/20/2017	250,000.00
1707241	07/17: CREDIT CARD FEE	STRIPE DASHBOARD	7/24/2017	604.43
1707242	07/17: CREDIT CARD FEE	STRIPE DASHBOARD	7/24/2017	736.85
1707251	07/17: CREDIT CARD FEE	STRIPE DASHBOARD	7/25/2017	240.40
1707261	07/17: VISION INSURANCE	VSP VISION CARE	7/26/2017	130.98
1707262	07/17: CREDIT CARD FEE	STRIPE DASHBOARD	7/26/2017	263.00
1707271	07/17: CREDIT CARD FEE	STRIPE DASHBOARD	7/27/2017	80.09
1707281	07/17: CREDIT CARD FEE	STRIPE DASHBOARD	7/28/2017	134.07
1707311	07/17: CREDIT CARD FEE	STRIPE DASHBOARD	7/31/2017	58.10
1707312	07/17: CREDIT CARD FEE	STRIPE DASHBOARD	7/31/2017	74.68
1707313	07/17: CREDIT CARD FEE	STRIPE DASHBOARD	7/31/2017	86.38
1707314	07/17: PAYROLL INVOICE	PAYCHEX	7/31/2017	143.80
3050	REIM: CLASSROOM SUPPLIES	MARIA PEREZ	7/1/2017	81.01
3090	REIM: SUPPLIES	ALICE CHIU	7/1/2017	66.68
3271	07/17: NEMA-5 RECEPTACLE & INSTALLATION	RACHAEL COLLINS	7/1/2017	237.42
3309	07/17: BTSA INTRODUCTION-S. PEREZ	NEW TEACHER SUPPORT & DEVELOPMENT	7/1/2017	2,175.00
3522	REIM: CLASSROOM SUPPLIES	ALICE CHIU	7/1/2017	137.63
3830	07/17: GAME TICKETS-NY YANKEES (05/31/15)	OAKLAND ATHLETICS	7/1/2017	3,528.00
3875	REIM: CHILDCARE FOR ENROLLMENT INFO SESSION	LAURA ROSS	7/1/2017	112.50
4258	REIM: MISC. EXPENSES	SHIH HSING HUANG	7/1/2017	1,706.69
4441	REIM: MISC. EXPENSES	KAREN GEIGER	7/1/2017	1,995.00
4509	REIM: WALL MOUNT LOCKBOX	ELIZABETH KO	7/1/2017	97.39
4537	REIM: TEACHER SUPPLIES	SHIH HSING HUANG	7/1/2017	372.68
4670	REIM: SUPPLIES & LIVE SCAN FEES	ZHIYI ZHAO	7/1/2017	235.36
4816	REIM: TEACHER SUPPLIES	MARIA PEREZ	7/1/2017	243.48
4887	REIM: LEARN TO PLAY KIT	SCOTT TAY	7/1/2017	17.00
4896	REIM: FOOD FOR FSO EDUCATION	WEILIN CHEN	7/1/2017	86.80
4903	02/17: FIELD TRIP ADMISSION	OAKLAND MUSEUM OF CALIFORNIA	7/1/2017	306.00
4923	2016-2017: PROPERTY TAXES (16-1451-8-1)	ALAMEDA COUNTY	7/1/2017	7,501.61
5038	REIM: STAFF BIRTHDAY	SARA PARK	7/1/2017	38.47
5078	REIM: CHILDCARE FOR MEETING	SARA PARK	7/1/2017	40.00
5149	07/17: DEPOSIT FOR CONSULTING SERVICES	LIESE OLUKOYA CHARTER FACILITIES CONSULTING	7/1/2017	1,500.00
5199	REIM: TEACHER SUPPLIES	DAN DAN LIU	7/1/2017	498.26
5225	REIM: LUNCH FOR STAFF	LYNNA TSOU	7/1/2017	162.13
5243	REIM: TRAVEL EXPENSES & CLASSROOM SUPPLIES	JAMIE GAO	7/1/2017	258.98
5247	REIM: LUNCH & SNACKS FOR TEACHERS	DAN DAN LIU	7/1/2017	196.21
5255	REIM: FIELD TRIP ADMISSION	ANITA TING-CHEH CHEN	7/1/2017	90.75
5257	REIM: CLASSROOM SUPPLIES	YINSAN ISABEL HSU	7/1/2017	90.14
5265	05/05/17-05/26/17: ABACUS CLASS	GROWING ACORN LEARNING CENTER	7/1/2017	1,040.00
5271	REIM: CLEANING MATERIALS	LUCIA HWANG	7/1/2017	29.00
5281	REIM: FOOD FOR STAFF MEETING	HUA WANG	7/1/2017	232.25
5284	REIM: CAKE BAKING ITEMS	SANDRA CHANG	7/1/2017	80.42
5285	2017-2018: WORKERS COMPENSATION DEPOSIT	CHARTERSAFE	7/1/2017	9,767.00
5286	REIM: INSURANCE FOR PERFORMERS AT AUCTION	STEPHEN CHEN	7/1/2017	156.00
5287	07/17: INSURANCE PREMIUM	CO POWER	7/1/2017	1,462.49
5288	07/17: TEXTBOOKS	DELTA EDUCATION	7/1/2017	1,314.14
5289	05/17: LEGAL SERVICES	DONAHUE FITZGERALD ATTORNEYS	7/1/2017	981.50
5290	06/17: MONTHLY SERVICES	EDTEC, INC.	7/1/2017	5,354.90
5291	REIM: TEACHER SUPPLIES/MATERIALS	HAN HAN	7/1/2017	396.66
5292	REIM: DRINKS & SNACKS FOR MOVIE	LISA JORDAN	7/1/2017	62.71
5293	05/02/17-05/30/17: PROJECT MANAGEMENT	KOPLIN DESIGN PARTNERS	7/1/2017	5,541.43
5294	REIM: CHILDCARE COMMUNITY EVENT AT YMCS	WENDY LARSON	7/1/2017	60.00
5295	REIM: MOVING BOXES FOR CLASSROOM	DANNY LAU	7/1/2017	115.30
5296	REIM: ACTIVITY FOR GALA/TEACHERS EXPERIENCES	KRISTINA LAU	7/1/2017	36.00
5297	REIM: ITEMS FOR PIZZA MAKING	LAURA LEE	7/1/2017	131.50
5298	2017-2018: 3 YR READING FOUNDATION SUBSCRIPTION	LEVEL CHINESE	7/1/2017	9,180.00
5299	05/02/17-05/30/17: TROMBONE TEACHER	PATRICK MALABUYO	7/1/2017	900.00
5300	REIM: SUPPLIES FOR INTERSESSION	PATRICIA ONG	7/1/2017	124.34
5301	REIM: FOOD FOR PARENT NIGHT OUT	ANDREA PLASTAS	7/1/2017	127.89
5302	07/17: SHIPPING FEE FOR TONER	SHAMROCK OFFICE SOLUTIONS	7/1/2017	21.74
5303	REIM: SNACKS & CRAFTS FOR SLUMBER PARTY/MOVIE NIGHT	YUE SHAO	7/1/2017	231.86
5304	06/17: TRUMPET CLASSES	JUSTIN SMITH	7/1/2017	390.00
5305	REIM: SNACKS & CRAFTS FOR SLUMBER PARTY/MOVIE NIGHT	JENNIFER SUEN	7/1/2017	387.55
5306	REIM: GARDEN STAKES FOR SIGNS	SCOTT TAY	7/1/2017	38.08
5307	REIM: HDMI CORD & CERTIFICATE PAPER	STEVE TROUBRIDGE	7/1/2017	59.01
5308	REIM: G6 CAMP TRIP FOOD	LYNNA TSOU	7/1/2017	475.00
5309	06/01/17-07/01/17: COPIER LEASE	U.S. BANK EQUIPMENT FINANCE	7/1/2017	2,144.78
5310	REIM: TEACHER SUPPLIES/MATERIALS	YI HUNG WU	7/1/2017	497.79
5311	REIM: MATERIALS FOR SPRING/EASTER PROJECT	JIAJING XU	7/1/2017	98.94
5312	06/02/17-06/09/17: ABACUS CLASS	GROWING ACORN LEARNING CENTER	7/1/2017	520.00
5313	04/19/17-06/09/17: CREDIT CARD PURCHASES	SYNCB/AMAZON	7/1/2017	1,314.33
5314	07/01/17-10/01/17: BURGLAR MONITORING FEE	BAY ALARM COMPANY	7/1/2017	353.76
5315	07/01/17-10/01/17: BURGLAR MONITORING FEE	BAY ALARM COMPANY	7/1/2017	401.22

**Yu Ming Charter School
Check Register**

From 7/1/17 to 7/31/17

Check Number	Check Description	Vendor Name	Effective Date	Check Amount
5316	07/01/17-10/01/17: CLOSED CIRCUIT TV	BAY ALARM COMPANY	7/1/2017	218.85
5317	07/01/17-10/01/17: ACCESS CONTROL & INTERCOM CHARGES	BAY ALARM COMPANY	7/1/2017	87.51
5318	07/17: TEXTBOOKS	CHINA SPROUT, INC.	7/1/2017	9,441.30
5319	05/17: LEGAL SERVICES	FAGEN, FRIEDMAN & FULFROST, LLP	7/1/2017	1,917.50
5320	06/17: RETAINER FEE	FIRST NOTE FINANCE, INC.	7/1/2017	1,885.20
5321	REIM: KAYAKING CAMPING TRIP	DAVID HOCHSCHILD	7/1/2017	1,595.00
5322	REIM: KID BLOG SUBSCRIPTION	LISA JORDAN	7/1/2017	221.05
5323	05/17-06/17: AFTERSCHOOL ENRICHMENT PROGRAM	CREATIVE SPANISH	7/1/2017	1,335.00
5324	REIM: BOOKS & SUPPLIES	TERESA LUCAN	7/1/2017	659.41
5325	03/17: TRANSPORTATION SERVICES	MICHAEL'S TRANSPORTATION SERVICE, INC.	7/1/2017	716.75
5326	REIM: MATERIALS & SUPPLIES	PATRICIA ONG	7/1/2017	927.58
5327	06/05/17-06/14/17: TRUMPET CLASSES	RAFAEL POSTEL	7/1/2017	360.00
5328	07/17: SHIPPING FEE FOR TONER	SHAMROCK OFFICE SOLUTIONS	7/1/2017	10.87
5329	REIM: CLASSROOM SUPPLIES	JENNIFER SUEN	7/1/2017	577.70
5330	07/17: VISION INSURANCE	VSP VISION CARE	7/1/2017	186.32
Report Total				<u>343,237.91</u>



Board of Directors
October 19, 2017
AGENDA ITEM INFORMATION

Agenda Item	Education Protection Account (EPA) Spending Plan
Time Allotted	Consent Agenda
Background	The Board is required to annually approve the EPA Spending Plan
Summary	The EPA Spending Plan is attached
Type	Vote
Key Questions	Does the Board have any questions regarding the proposed EPA spending plan?

Yu Ming Charter School

2017-18 Education Protection Account (EPA) Spending Plan

Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012, temporarily increases the states sales tax rate for all taxpayers and the personal income tax rates for upper income taxpayers.

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement. LEASs will receive EPA payments quarterly beginning with the 2013-14 Fiscal Year.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting.
- EPA funds cannot be used for salaries or benefits of administrators or any other administrative costs.
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

Yu Ming Charter Schools estimated 2017-18 EPA Entitlement: **\$ 477,407**

It is proposed that EPA funds be used to cover salary and benefit costs of non-administrative certificated staff.



Board of Directors
Thursday, October 19, 2017
AGENDA ITEM INFORMATION

Agenda Item	Adoption of Annual School Goals
Time Allotted	Consent Agenda
Summary	Yu Ming's Board of Directors votes each year to adopt a broad set of school goals that measure Yu Ming's performance in areas of academic achievement, school climate and culture, and school growth and stability
Type	Vote
Background	The Board of Directors will review the actual school outcomes in each of the performance areas in which goals were set for 2016-2017.
Attachments	<ul style="list-style-type: none">● School Goals 2017-2018

2017-2018 School Goals

updated 10/16/17_SP

	<u>Metric</u>	<u>2014-2015 Baseline</u>	<u>2015-2016 Target</u>	<u>2015-2016 Actuals</u>	<u>2016-2017 Target</u>	<u>2016-2017 Actuals</u>	<u>2017-2018 Proposed Target</u>	<u>Notes</u>
Student Outcome	Mandarin Proficiency : LinguaFolio/ELLOPA and STAMP 4Se	LinguaFolio Speaking (Oral Fluency) K=82% NH G1=88 NH G2= 72 IL G3=87 IL G4=78 IM	LinguaFolio K-G2 K: S/L/W/R = 80%/80%/80% /80% NH/NH/NM/NM G1: S/L/W/R = 90/100/70/70 NH/NH/IL/IL G2: S/L/W/R = 80/80/80/80 IL/IL/IL/IL STAMP G3: S/L/W/R = 90/90/80/80 IL/IM/ IM/IH G4: S/L/W/R = 80/80/75/75 IM/IH/ IH/AL G5: S/L/W/R = 80/90/90/85 IH/IH/ IH/AL	ELLOPA % of students met or exceeded ELLOPA K: OF/G/V/L = 64/74/66/87 JNH/JNH/JNH/JNH G1: OF/G/V/L = 87/87/85/94 JNH/JNH/JNH/JIL G2: OF/G/V/L = 80/85/73/92 JIL/JIL/JIL/JIM STAMP 4Se % of students met or exceeded ACTFL proficiency guidelines in LISTENING/SP EAKING READING/WRI TING G3 = 100 IL/88 NH 68 NH/90 NH G4 = 70 IM/96 NH 86 NH/80 NH G5 = 76 IM/72 IL 63 IL/65 IL	75% of students will reach the range of ACTFL proficiency guidelines in LISTENING/SPE AKING READING/WRI TING K = JNH-JIL/JNM-JNH G1 = JIL-JIM/JNH-JIL NL-NM/NL-NM G2 = JIM/JIL-JIM NM-NH/NM G3 = NH-IL/NH-IL NH/NM-NH G4 = IL-IM/IL-IM NH-IL/NH-IL G5 = IM-IH/IM-IH IL-IM/IL G6 = IH/IH IM/IL-IM	ELLOPA % of students met or exceeded K: L/S=90/94 JNH-JIL/JNM-JNH G1: L/S = 92/94 JIL-JIM/JNH-JIL STAMP 4Se % of students met or exceeded ACTFL proficiency guidelines in G2 = L/S/R/W 97/98/92/100 NH/NH/NM-NH /NM G3 = L/S/R/W 98/98/79/92 NH-IL/NH-IL/N H/NM-NH G4 = L/S/R/W 98/73/82/90 IL-IM/IL-IM/NH- IL/NH-IL G5 = L/S/R/W 86/0/97/86 IM-IH/IM-IH/IL- I M/IL G6 = L/S/R/W 20/0/68/74 IH/IH/IM/IL-IM	75% of students will reach the range of ACTFL proficiency guidelines in L/S R/W K = JNH-JIL/JNM-J NH G1 = JIL-JIM/JNH-JIL /NL-NM/NL-N M G2 = IL/NH-IL/NM- NH/NM G3 = IM/IL/NH/NM- NH G4 = IM-IH/IL-IM/N H-IL/NH G5 = IH/IM/IL-IM/N H-IL G6 = IH/IM-IH/IM/I L-IM G7=IH-AL/IH/I M-IH/IM	2013-14: Early Language Learning Oral Performance Assessment (ELLOPA). designed for PreK-G2. assesses: Oral Fluency, Grammar, Vocabulary & Listening. The Student Oral Proficiency Assessment (SOPA) for G2-8 assesses the same four skills areas. Goals based on American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. YM abandoned ELLOPA/SOPA as rater verification indicated rater accuracy was difficult to reliably achieve. 2014-15: LinguaFolio is a portfolio-based formative assessment that helps students reflect upon their language learning and proficiencies. Curriculum-embedded performance tasks are designed to be teacher- and program-specific and aligned to specific outcomes. 2014-15 targets were set to skills assessed by ELLOPA and SOPA. In the end, YM only assessed Speaking (Oral Fluency) through LinguaFolio. 2015-16: LinguaFolio will be used for K-G2 in Listening, Speaking, Reading and Writing. The Standards-Based Measurement of Proficiency (STAMP) will be used to assess these skills in G3-5. STAMP is web-base and scored externally by certified raters. 2016-17: Yu Ming's first STAMP administration provided our first externally - validated criterion-referenced data set by which to set more accurate ACTFL targets. In addition, we consulted with Shuhan Wang a recognized expert in the field of CLD to refine our targets. 2015-16 STAMP Actuals reflect our actual student data and not the percentage that met the 2015-16 Targets. Team will look at how to assess progress within Mandarin language learning performance bands and by Mandarin-original and Non-Mandarin cohorts. 2017-18: ELLOPA will be used for K-1 in Listening and Speaking. The Standards-Based Measurement of Proficiency 4 Skills Elementary (STAMP 4Se) will be used to assess G2, 4, 6 7. *Note ACTFL levels: NL/NM/NH = <i>Novice Low/Mid/High</i> ; IL/IM/IH = <i>Intermediate Low/Mid/High</i> ; AL = <i>Advanced Low</i>
	Math: SBAC	G3: 93% Met or Exceeded (+53 above CA) G4: 83% Met or Exceeded	40 percentage points above state Met or Exceeded Increase 2015 baseline by 3%*	G3: 83% Met or Exceeded (+37% above CA) G4: 89% Met or Exceeded (+51% above CA)	40 percentage points above state Met or Exceeded Increase number students at Standard Nearly Met to	G3: 90% Met or Exceeded (+43% above CA) G4: 93% Met or Exceeded (53% above CA)	Increase number of students at Standard Nearly Met to Standard Met/Standard Exceeded by 15%.	2015 YM Results: G3: 4% Standard Not Met, 4% Nearly Met, 35% Met, 58% Exceeded (98% or 52 students tested) G4: 2% Standard Not Met, 16% Nearly Met, 36% Met, 47% Exceeded (96% or 45 students tested) *Local Control and Accountability Plan (LCAP) goal

2017-2018 School Goals

updated 10/16/17_SP

		(+48 above CA)	<p>Increase number students at Standard Nearly Met to Standard Met by 15%*</p> <p>Increase number of students at Standard Not Met to Standard Nearly Met by 25%*</p>	<p>G5: 78% Met or Exceeded (+45% above CA)</p> <p>2015 Baseline was decreased by 5.6%</p> <p>Number of students at Standard Nearly Met to Standard Met did NOT increase</p> <p>Number of students at Standard Not Met to Standard Nearly Met did NOT increase</p>	<p>Standard Met by 15%*</p> <p>Increase number of students at Standard Not Met to Standard Nearly Met by 25%*</p>	<p>G5: 80% Met or Exceeded (+46% above CA)</p> <p>G6: 80% Met or Exceeded (+44% above CA) <u>Met Goal</u></p> <p>Increase number students at Standard Nearly Met to Standard Met by 25% <u>Met Goal</u></p> <p>Increase number of students at Standard Not Met to Standard Nearly Met by 60% <u>Met Goal</u></p>	<p>40 percentage points above state Met or Exceeded</p>	<p>2015 Statewide results</p> <p>G3: 40% Met or Exceeded</p> <p>G4: 35% Met or Exceeded</p> <p>G5: 30% Met or Exceeded</p> <p>2016 YM Results:</p> <p>G3: 8% Standard Not Met, 10% Nearly Met, 20% Met, 63% Exceeded (51 out of 53 students tested or 96%)</p> <p>G4: 2% Standard Not Met, 9% Nearly Met, 23% Met, 66% Exceeded (53 out of 53 students tested or 100%)</p> <p>G5: 4% Standard Not Met, 18% Nearly Met, 22% Met, 56% Exceeded (45 out of 46 students tested 98%)</p> <p>2016 Statewide results</p> <p>G3: 46% Met or Exceeded</p> <p>G4: 38% Met or Exceeded</p> <p>G5: 33% Met or Exceeded</p> <p>Percentage of all students at each band</p> <table><tr><td></td><td>Standard Not Met</td><td>Standard Nearly Met</td><td>Standard Met</td><td>Standard Exceeded</td></tr><tr><td>2015</td><td>3%</td><td>9%</td><td>35%</td><td>53%</td></tr><tr><td>2016</td><td>5%</td><td>12%</td><td>21%</td><td>62%</td></tr></table>		Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2015	3%	9%	35%	53%	2016	5%	12%	21%	62%
	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded																			
2015	3%	9%	35%	53%																			
2016	5%	12%	21%	62%																			
English Language Arts: SBAC	<p>G3: 72% Met or Exceeded (+34 above CA)</p> <p>G4: 81% Met or Exceeded (+41 above CA)</p>	<p>35 percentage points above state Met or Exceeded</p> <p>Increase 2015 baseline by 3%*</p> <p>Increase number students at Standard Nearly Met to Standard Met by 15%*</p> <p>Increase number of students at Standard Not Met to Standard Nearly Met by 15%*</p>	<p>G3: 77% Met or Exceeded (+34% above CA)</p> <p>G4: 83% Met or Exceeded (+40% above CA)</p> <p>G5: 80% Met or Exceeded (+31% above CA)</p> <p>Increased 2015 baseline by 4%</p> <p>Increased number students at Standard Nearly Met to Standard Met by 22%</p>	<p>35 percentage points above state Met or Exceeded</p> <p>Increase number students at Standard Nearly Met to Standard Met by 15%*</p> <p>Increase number of students at Standard Not Met to Standard Nearly Met by 15%*</p>	<p>G3: 78% Met or Exceeded (+34% above CA)</p> <p>G4: 87% Met or Exceeded (+42% above CA)</p> <p>G5: 79% Met or Exceeded (+32% above CA)</p> <p>G6: 80% Met or Exceeded (+33% above CA) <u>Didn't Meet Goal for all grades</u></p> <p>Increase number students at Standard Nearly Met to</p>	<p>Increase number of students at Standard Not Met to Standard Nearly Met/Standard Exceeded by 25%</p> <p>35 percentage points above state Met or Exceeded</p>	<p>2015 YM Results:</p> <p>G3: 8% Standard Not Met, 21% Nearly Met, 12% Met, 60% Exceeded (98% or 52 students tested)</p> <p>G4: 5% Standard Not Met, 14% Nearly Met, 11% Met, 70% Exceeded (94% or 44 students tested)</p> <p>*Local Control and Accountability Plan (LCAP) goal</p> <p>Statewide results</p> <p>G3: 38% Met or Exceeded</p> <p>G4: 40% Met or Exceeded</p> <p>G5: 44% Met or Exceeded</p> <p>2016 YM Results:</p> <p>G3: 8% Standard Not Met, 16% Standard Nearly Met, 22% Standard Met, 55% Standard Exceeded (51 students tested)</p> <p>G4: 6% Standard Not Met, 11% Standard Nearly Met, 19% Standard Met, 64% Standard Exceeded (53 students tested)</p> <p>G5: 11% Standard Not Met, 9% Standard Nearly Met, 24% Standard Met, 56% Standard Exceeded (45 students tested)</p> <p>Statewide results</p> <p>G3: 43% Met or Exceeded</p>																

2017-2018 School Goals

updated 10/16/17_SP

			Number of students at Standard Not Met increased from 6% to 8%		Standard Met by 17% <u>Met Goal</u> Increase number of students at Standard Not Met to Standard Nearly Met by 15% -- <u>Didn't Meet Goal</u>		G4: 44% Met or Exceeded G5: 49% Met or Exceeded Percentage of all students at each band <table><tr><td></td><td>Standard Not Met</td><td>Standard Nearly Met</td><td>Standard Met</td><td>Standard Exceeded</td></tr><tr><td>2015</td><td>6%</td><td>18%</td><td>11%</td><td>65%</td></tr><tr><td>2016</td><td>8%</td><td>12%</td><td>21%</td><td>58%</td></tr></table>		Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2015	6%	18%	11%	65%	2016	8%	12%	21%	58%
	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded																		
2015	6%	18%	11%	65%																		
2016	8%	12%	21%	58%																		
Overall: API	2012-13: 944	NA	NA	NA	NA	NA	API is suspended as the CDE develops a new accountability system to rate school performance. "The new system would be designed to focus on multiple indicators, such as graduation data and student preparedness for college and career, and not only test scores." (CDE 3/11/15) CDE does not plan to release an accountability report card until fall 2016.															
Writing: English & Mandarin	Yu Ming end-of-year Writing Assignment: % Meets Expectations MLA/ELA K = 94/98 G1 = 88/98 G2= 68/94 G3 = 88/94 G4 = 97/94	CCSS-aligned on-demand Writing Assessment: % Meets or Exceeds MLA/ELA All grades average: 85%/85%	Writing in Chinese -- Meets Grade Level Standard? K = 13% G1 = 27% G2 = 75% G3 = 44% G4 = 62% G5 = 74% Writing in English-- Meets Grade Level Standard: K = 77% G1 = 42% G2 = 54% G3 = 13% G4 = 64% G5 = 30%	Writing in Chinese -- Meets Grade Level Standard? K-G6 = 60% Writing in English-- Meets Grade Level Standard: K-G6 = 60%	Writing in Chinese - % students met or exceeded standard: Writing/Language K=100/77 G1=94/100 G2=94/94 G3=88/89 G4=74/48 G5=78/70 G6=58/61 Writing in English - % students met or exceeded standard: Writing/Language K=92%/86% G1=92%/90% G2=80%/50% G3=96%/88% G4=73%/85% G5=55%/51% G6=71%/74%	Writing in Chinese -75 % students meet or exceed standard Writing in English -75 % students meet or exceed standard	2014-15: The end-of-year writing assignment was an Opinion piece (CCSS call for 3 text types: Opinion, Narrative, Informational) and scored as either meeting or not meeting. 2015-16: The Learning Headquarters writing program new CCSS-aligned on-demand writing assessment from Learning Headquarters will be administered at beginning-of-year (Oct) and end-of-year (June) on an Opinion writing task and scored on 4 proficiency levels: Exceeds, Meets, Approaching, or Below Standard. Two interim writing assessments will be administered in February and April in all grades. 2016-17: Baseline LHQ writing data.															
Mandarin Reading	MLA/ELA % Meets Expectations K = 100 G1 = 100 G2= 100 G3 = 100 G4 = 100	CCSS-aligned Reading Comprehension Assessment: % Meets Expectations	Reading in Chinese -- Meets Grade Level Standard: G3 = 88% G4 = 55% G5 = 84%	Reading Level in Levelchinese: G1 =75% Level C G2 = 75% Level D G3 = 75% Level E G4 = 75% Level F G5 = 70% Level G G6= 70% Level H	Reading Level in Levelchinese: % Students met or exceeded: G1 =100 Level C G2 = 100 Level D G3 = 100 Level E G4 = 100 Level F	Reading Level in Levelchinese (fiction): 75% Students met or exceeded: G1 = Level E G2 = Level F G3 = Level G	2014-15, YM piloted Mandarin reading comprehension assessments from China and/or Taiwan. Narrative reading comp assessments were given at one grade level below in K-G4. 2015-16: Teachers administered grade level reading assessment from LevelChinese materials															

2017-2018 School Goals

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			All grades average: 85%			G5 = 96 Level G G6 = 73 Level H	G4 = Level H G5 = Level I G6 = Level J G7 = Level K	2016-17: All students assessed using the LevelChinese online reading assessment program on a 20 level scale three times. 2016-2017: All students assessed for fiction reading level and non-fiction reading level which will serve as baseline data.
	Character, Values & Global Citizenship : CARES Habits of Success	% Meets Expectations C/A/R/E/S K = 92/94/100/96/90 G1 = 96/94/98/100/96 G2 = 94/94/96/100/88 G3 = 94/98/98/98/84 G4 = 93/93/96/97/93	90% in all grades meet expectations, on CARES +1 citizenship/ser vice learning activity	% Meets Expectations C/A/R/E/S K = 100/98/100/100/98 G1 = 100/100/100/100/98 G2 = 100/100/100/100/96 G3 = 98/96/98/100/94 G4 = 94/100/98/94/85 G5 = 100/100/100/98/100	90% in all grades K-G4 meet expectations, on CARES +1 citizenship/service learning activity	CARES replaced with Social Emotional Learning “Habits of Success” (K-7) 100% Grade 5-6 completed Service Learning Project through week-long Intersession Projects	90% meet expectations for “Habits of Success” 100% Grade K-7 complete Service Learning	The acronym CARES (Cooperation, Assertion, Responsibility, Empathy, Self-Control) from Responsive Classroom. All students receive grades for each element of “CARES” on report cards. Classes have not yet completed global citizenship activity. 2016-2017 Yu Ming’s rolled out a new CCSS aligned report card which no longer measures “CARES.” CARES replaced with “Habits of Success” (i.e. “Self-Awareness/ Self-Management,” “Social Awareness/ Interpersonal Skills,” “Decision-Making Skills,” “Responsible Behavior,” “Organizational Skills,” “Collaborative Skills,” “Works Independently”
S c h o o l C l i m a t e r i a l C u l t u r e	Student Engagement	85% scoring 4+	Achieve 90% favorable responses on Student Satisfaction Surveys	NA (two focus groups were held in 2015-16 instead of a student satisfaction survey instrument) Still assessing whether we’ve collected data from focus groups	90% favorable response	Grades 3-5: - School belonging: 63% favorable - School Climate: 58% favorable Grade 6: - School belonging: 34% favorable - School Climate: 42% favorable	Grades 3-7: - School belonging: 75% favorable - School Climate 75% favorable	2014-15: G2-4 students surveyed. 2015-16: LCAP goal is baseline + 5% for student satisfaction. Students were not surveyed in 2015-2016 and focus groups were convened. 2016-17: The Panorama Education Student Survey administered to G3-6 to measure student perceptions of teaching and learning to inform teacher effectiveness and School areas of strength/growth Do students feel the conditions for success? Do they feel confident in the resources available to succeed?
	Staff Satisfaction:	NPS = -45 65% favorable	NPS = 45 Achieve 73% favorable responses on Staff Satisfaction Surveys	NPS = XX 57% favorable (Panorama)	NPS = XX Achieve 73% favorable responses on Staff Satisfaction Survey	Agree = 4 out of 5 (69% Agreement) About Materials: 40% About Support: 55% agree	Agree = 4 out of 5 (80% Agreement) About Materials: 75% About Support: 75% agree	2014-15: June staff survey indicated 65% “favorable” responses. LCAP 2015-16 goal is 73% (baseline 70% + 3%). 2015-16: Survey took place in Dec. ‘15 - Jan. ‘16. YM changed to a packaged staff and teacher survey questions were different than ‘14-’15. Panorama survey scales have 5 response options with 2 possible favorable responses. Yu Ming’s prior instrument had 10 options with 4 possible favorable responses. 2016-2017: Gallup 12 (+3 sustainability) survey administered An overall average of 4 out of 5 (“agree”) on the G12 (or G15) -Colleagues: “My co-workers are committed to doing quality work” 95% -Care: “My supervisor, or someone at work, seems to care about me as a person” 90% -Materials: “I have the materials and equipment I need to do my work right” 40% -Support: “There is someone at work who encourages my development” 55%

2017-2018 School Goals

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	Parent Satisfaction: Recommend YM?	NPS = 46 96% favorable response to "overall satisfaction"	NPS = 50 Achieve >80% favorable responses	NPS = XX 54% favorable	NPS = XX	NPS = 12 School Climate: 62% favorable School Fit: 55% favorable	School Climate: 70% favorable School Fit: 70% favorable	<p>2015-16: Parent survey window was Jan 20 - Feb 2, 2016. YM changed to a packaged staff and teacher survey questions. As a result the answers in the current survey cohort do not correspond to past surveys.</p> <p>Net Promoter Score (NPS) is a widely used consumer satisfaction research question but not used in elementary school settings. The current wording may be limiting, so we plan to validate the NPS using other overall questions on the parent survey.</p> <p>2016-2017: Board to revisit approach to surveys; frequency, questions, etc, School used Panorama Survey School Climate = Overall social and learning climate of the school. 30th %ile nationally. School Fit = How well a school matches their child's developmental needs. 20th %ile nationally.</p>
	Parent involvement	50% Parents completed annual survey 36% Parents fulfilled volunteer hours commitment	55% Parents complete annual survey 40% Parents fulfill volunteer hours commitment	50% Parents completed annual survey (Feb 2016) XX% Parents fulfill volunteer hours commitment	55% Parents complete annual survey 40% Parents fulfill volunteer hours commitment	91% Families completed survey Family Engagement: 38% favorable	91% Families complete survey Family Engagement: 40% favorable	<p>2014-15 baseline was based on the self-report question on the anonymous end-of-year parent survey: "Have you met the 30-hour volunteer requirement for families at Yu Ming?", and not based on actual volunteer hours reported to volunteer coordinator.</p> <p>2015-16 LCAP indicates parent survey completion goal +5% of</p> <p>2016-17 family engagement = 80th %ile nationally</p>
	Target area: valuing diversity	88% scoring 7+	90% scoring 7+	69% Favorable Response	100% Favorable Response	66% Favorable Response	75% Favorable Response	<p>Based on the spring parent survey: "Please indicate the degree to which you agree that: Yu Ming values diversity of backgrounds." Scale of 0-10; 10 is strongly agree. Long Term goal: 100%</p> <p>2015-16: Note that Panorama survey instrument does not include this question but includes the following scale: "How much does the school value the diversity of children's backgrounds." The Panorama survey scales have 5 response options with 2 possible favorable responses. Yu Ming's prior instrument had 10 options with 4 possible favorable responses.</p>
	Target area: confidence in Leadership	Board Leadership: 70% scoring 7+ Principal leadership: scored 79% scoring 7+	Board Leadership: 80% scoring 7+ Principal Leadership 85% scoring 7+	To the Questions: "How well do leaders create an environment that helps kids learn?" 61% Favorable Response	XX Consider how to adapt survey for this question % scoring X on the question "..."	61% Scoring 7+	75% Favorable Response	<p>Based on the spring parent survey: "Please indicate the degree to which you agree that Yu Ming's Board makes sound decisions about the direction of the school." Scale of 1-10; 10 is strongly agree.</p> <p>2015-16: A question on Board Leadership was not included in the packaged survey from Panorama.</p> <p>2016-17: favorable defined as 7-10</p>
Snapshot	Enrollment	2014-2015 Actual: 98%	2015-2016 Target: 99%	2015-2016 Actual: 99%	2016-2017 Target: 99%	2016-2017 Actual: 98%	2017-2018 Target: 99%	<p>2014-15: Enrollment 255/260 = 98% K=52, G1=53, G2=52, G3=52, G4=46 2015-16: Enrollment 308/312 = 99%</p>

2017-2018 School Goals

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o o l G r o w t h a n d S t a b i l i t y								<p>K=53, G1=53, G2=52, G3=52, G4=53, G5=45 Waitlist KM=38, K=142, G1=28, G2=26, G3=11, G4=5 2016-17: Enrollment 357/364 = 98% K=53, G1=53, G2=53, G3=53, G4=52, G5=53, G6=40 Waitlist KM=42, K=138, G1=39, G2=25, G3=19, G4=8, G5=3 2017-2018 Enrollment 392 K=78, G1=53, G2=53, G3=53, G4=50, G5=44, G6=29, G7=32 Waitlist (G1 and above marked as Mandarin Proficient) K=222, G1=35, G2=23, G3=7, G4=0, G5=0, G6=0, G7=0 Applications K=339, G1=82, G2=51, G3=30, G4=33, G5=22, G6=36, G7=11</p>
	Student application diversity	<p>Actuals: Class of 2015-16 % Applicants/ Admitted/ Enrolled Af Am 17/13/11 Latino 5/4/2</p>	<p>Target: Class of 2016-17 % Applicants/ Admitted/ Enrolled Af Am 20/15/12 Latino 5/4/2</p>	<p>Actuals: Class of 2016-17 % Applicants/ Admitted/Enrolled Af Am 18/12/10 Latino 10/10/8</p>	<p>Target: Class of 2017-18 % Applicants/ Admitted/ Enrolled Af Am 25/[xx]/15 Latino 12/[xx]/8</p> <p>Non-Mandarin / Mandarin Cohort Breakout</p> <p>FRL []</p>	<p>Actuals: Class of 2017-2018 % Enrolled Am Indian 5 Af Am 17 Latino 1</p> <p>% Applicants/% Enrolled Non-Mandarin 67/67 Mandarin 33/33 FRL 35/25</p>	<p>Target: Class of 2017-2018 % Enrolled Af Am 15 Latino 8</p> <p>FRL Applicant 35/Enrolled 25</p>	<p>2014-15: Af Am K Applicants 8%, Enrolled 8% Latino K Applicants 7%, Enrolled 6% 2015-16: Af Am K Applicants 17%, Admitted 13%, Enrolled 11% Latino K Applicants 5%, Admitted 4%, Enrolled 2% 2016-17: Af Am K Applicants 18%, Admitted 12%, Enrolled 10% Latino K Applicants 10%, Admitted 10%, Enrolled 8% 2017-18 Am Indian/Native Enrolled 5.13% Af Am K Enrolled 16.67% Latino Enrolled 1.28% Non-Mandarin Applicants 67% (226/339), Enrolled 67% (67/100) Mandarin Applicants 33% (113/339), Enrolled 33% (33/100) FRL Applicants 35%, Enrolled 25%</p>
	Attendance	97%	97%	97.6%	97%	97.3%	97%	Based on calculated Average Daily Attendance (ADA), on which state and federal per pupil funding is based
	Cash reserve	6/30/15 actual: ?? JW to f/u w/Yoon	6/30/15 target: JW/RP revisit (10%?)	Fund balance finished at \$870,000, which was \$263,000 over the targeted fund balance	The board passed a 2016-17 budget that included a \$73,000 operating surplus. Board may consider setting aside portion of fund balance for specific needs (ie facility down-payment)		20%	Our fund balance includes one-time start-up grant funds received in 2011 and 2012, which are being spent to cover the costs of adding a grade level each year.
	Adequate facilities	Not on track	Interim (somewhere to go for next year): Candidates IDed by Dec 2015; Secured location + transition plan by January 2016	Not on track. Extended Herzog (1 year) and Alcatraz (2 years). Facility Committee was dormant for most of year.	Yu Ming is at full capacity at Alcatraz and Herzog locations. Alcatraz is leased through June 2018. Herzog is leased through June 2017. Facility Committee revived.	Confirmed 2nd year on 2 year Lease at 1086 Alcatraz (11 classrooms) Secured 5 year Lease with option to renew at 675 41st St. (12 classrooms)		<p>2016-2017 Actuals: Facility Committee revived. Working groups active on site selection, planning and architecture, financing and short-term site alternatives. Goals: Viable short-term sites IDed by December '16. Pipeline of permanent sites build up and prioritized by December '16. Communications strategy. Financing approach chosen by October '16. Developer partner chosen by October '16</p>

2017-2018 School Goals

updated 10/16/17_SP

			Long-Term (LT facility secured): Secured by Fall 2015					
	Staff Retention	78%	85%	77%	85%	80%	85% (to be studied in 2017-2018)	Based on principal evaluation; applies to high-performing staff only. Includes all staff, both teaching and non-teaching. 2014-15: 21/27; 2015-16: 20/26; 2016-2017: 33/41 (total staff 46)
	Communit y relations	TBD	TBD	Highlight activities and statistics related to YM community outreach and events from 2015-16	Host or participate in at least 3 external community engagement activities Student Service Learning Events % of students applying from the local neighborhood	Engagement: Golden Gate Pedestrian Safety Working Group, OUSD Multilingual Pathways Working Group Student Service: GG Pedestrian Safety, Yuk Yau CDC Chinatown 5%	Establish a parent/board working group who works with HOS to outreach to education, neighborhood, political and diocese relationships.	2016-17: Examples of external community engagement activities include: Love your Neighborhood Day, Night Market, Neighborhood Walk, Yu Ming collaboration with community organizations, etc. 2017-2018: Ron Lewis and Lucia Hwang (from Board)



Board of Directors
October 19, 2017
AGENDA ITEM INFORMATION

Agenda Item	Education Committee Description 2017-18
Time Allotted	Consent Agenda
Background	The Education Committee monitors and evaluates the educational program at the school.
Summary	Each year, Board Committees revise their description and goals for Board approval
Type	Vote
Key Questions	Does the Board have any questions regarding the proposed Committee description and goals?

8/25/17

EDUCATION COMMITTEE DESCRIPTION as *approved by Board of Directors October 2012*

Overall Role:

The Education Committee monitors and evaluates the education program at the school. The Head of School (HOS) is the instructional leader in the school and responsible for execution of the educational program. *Note:* as with all Board Committees, this committee plays a governance role, not a management or implementation role.

Appointments:

- A member of the Board of Directors shall serve as the Chair of the Education Committee
- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant education expertise, experience, and capacity to serve
- Appointments of the Chair shall be made annually in accordance with the bylaws.

Responsibilities:

- To facilitate a shared understanding of the performance expectations for Yu Ming graduates across the school community;
- To design a system to monitor and evaluate the effectiveness and implementation of the educational program;
- To recommend resources to the leadership of the school to enhance the educational program; and
- To develop annual objectives as a committee and evaluate its own work as a committee in achieving its objectives.

EDUCATION COMMITTEE MEMBERS

The Education Committee is anticipated to include approximately 4-6 members in total and will include members with relevant professional expertise with district-operated public schools and/or public charter schools. Members are asked to make a commitment for at least the school year, and attend regularly scheduled meetings and subcommittee meetings. The committee will work with willing advisors where appropriate.

Preferred Expertise:

- Experience administering and/or guiding the educational program development for district-operated public schools and/or public charter schools
- Experience and professional expertise in bilingual immersion education, Mandarin preferred
- Knowledge and experience in curriculum development in Mandarin and/or English
- Knowledge and experience in using multi-tiered systems of supports across student academic and social/emotional domains
- Expertise in using and analyzing various types of assessments for student and school improvement
- Knowledge in the use of educational technology to support individualized learning
- Experience and knowledge in supervising and developing middle school programs

2017/18 Members:

Julie Mikuta, Ph.D., Board Member and Committee Chair

Rebecca Cheung, Current committee member. Rebecca is the academic coordinator of the Principal Leadership Institute (PLI) at the University of Berkeley's School of education. Her interests include developing and sustaining quality leadership for urban schools. Prior to joining the PLI, Rebecca worked in urban schools for 15 years as a teacher, middle school principal, and district office administrator. Her background includes immersion school experience.

Pearl You, Independent consultant. Previously, Chinese Program Coordinator at Yu Ying (in DC)

Others we are considering:

- A member of the Summit Basecamp team
- An expert in social-emotional learning and/or special education

NOTE: HOS attends committee meetings and is closely involved in the process. The HOS also may invite other school staff/teachers to attend committee and subcommittee meetings as appropriate.

FY17-18 EDUCATION COMMITTEE ANNUAL GOALS – Draft as of August 25, 2017

Overarching goal: Provide monitoring and advisement related to the educational program (through a governance role, not a management or implementation role) to help support the achievement of our Yu Ming charter, mission, vision, and values.

Strategic Imperatives/Priorities

- Provide educationally-related guidance and advisement for the achievement of the board-approved annual school goals related to student outcomes
- Advise the HOS in adjusting the educational program in accordance with any board-approved changes
- Provide guidance and advisement in the continued development the academic program including the use of Summit Basecamp, the development of the upper school program, the refinement of the lower school program, and the integration of strong SEL practices.

FY17-18 Goals

1. Advise the HOS as the educational leader and executor of the educational program in the achievement of the board-approved annual school goals related to student outcomes (see LCAP for full details of these goals).
2. Advise the HOS in the continued development and related implementation of an upper school educational program, the use of technology and the school's ongoing efforts on SEL that will enable the achievement of annual board approved goals for the educationally-related outcomes of all of Yu Ming's students.
3. Ensure that Yu Ming's commitment to equity is reflected throughout the planning and implementation of its academic program.

EDUCATION COMMITTEE MEETINGS (Dates will be finalized by mid-September)

- September Committee Meeting (Review committee goals, structure, and processes; review with the HOS-- and other appropriate school personnel invited by the HOS-- the school plans and structures for achieving student outcome school goals)
- December Committee Meeting (Review with the HOS plans and progress for achieving student outcome school goals; discuss progress on execution of Summit Basecamp and SEL program)
- March Committee Meeting (Mid-year data review of school progress in achieving student outcome goals)
- June Committee Meeting (Review with the HOS plans and progress for achieving student outcome school goals; review progress and learnings from key academic program modifications made in SY17-18; determine focus areas for SY18-19)



Board of Directors
October 19, 2017
AGENDA ITEM INFORMATION

Agenda Item	2017-18 Enrollment and Diversity Committee Description and Goals
Time Allotted	Consent Agenda
Background	The Enrollment and Diversity Committee monitors the enrollment of the school to support it in becoming more representative of the student demographic enrollment in Alameda County as a whole.
Summary	Each year, Board committees revise their description and goals for Board approval
Type	Vote
Key Questions	Does the Board have any questions regarding the proposed Committee description and goals?

2017-18 YU MING CHARTER SCHOOL ENROLLMENT AND DIVERSITY COMMITTEE

Draft as of 8/26/2017

ENROLLMENT AND DIVERSITY COMMITTEE DESCRIPTION *pending approval of Board of Directors*

Overall Role:

The Enrollment and Diversity Committee's charge will be to gather stakeholder input, analyze recruitment and enrollment data, consult relevant research and with outside experts on diversity issues, and present policy proposals to the Board toward the goal of increasing the diversity of student enrollment at Yu Ming Charter School to that which is more representative of the residents of Alameda County. The committee will monitor the results of any changes to the enrollment policy and make further recommendations to the Board if additional changes need to be made.

Appointments:

- A member of the Board of Directors shall serve as the Chair of the Board Development Committee.
- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant governance expertise, experience, and capacity to serve
- Appointments of the Chair shall be made annually in accordance with the bylaws.

Responsibilities:

- To gather stakeholder input on enrollment and lottery policies;
- To make recommendations to the Yu Ming Board on enrollment policy changes to reflect YM's diversity goals;
- To draft and submit to the Yu Ming biannual reports on diversity efforts to ACOE;
- To field questions and inquiries with regard to enrollment policies and procedures from current Yu Ming community as well as prospective applicants and their families;
- To develop a set of annual metrics for diversity and keep a record of progress;
- To support and sustain the outreach activities of Yu Ming's parent community to attract applicants from diverse backgrounds;
- To review Bylaws and policies to ensure compliance with state and federal laws while meeting the needs of the school;
- To evaluate its own work as a committee in achieving its objectives;

ENROLLMENT AND DIVERSITY COMMITTEE MEMBERS

The Enrollment and Diversity Committee is anticipated to include approximately 5-7 members. Members are asked to make a commitment for at least the school year. The committee will work with willing advisors where appropriate.

2016/17 Members:

Chair: Phuoc Le

Members: Eric Peterson (Board member, Yu Ming parent), Sue Park (Head of School), Lily Wang (Yu Ming parent), Mimi Ho (Yu Ming parent), and Dave Cherry (Yu Ming parent), Ron Lewis (Board Member)

FY16 - 17 ENROLLMENT AND DIVERSITY COMMITTEE ANNUAL PRIORITIES

2016-17 priorities	Progress
• Finalize enrollment policy changes and bring to a Board vote	Completed
• Support outreach activities of our parent volunteers	Completed
• Liaise with ACOE and YM counsel to obtain approval for enrollment policy changes	Completed
• Draft and deliver report to ACOE in 10/2016 and 4/2017	Complete
• Support head of school to develop procedures to implement enrollment changes	Complete

FY17-18 Proposed Priorities

- Draft and deliver report to ACOE in 10/2017 and 4/2018
- Work with admissions outreach team to refresh strategy to increase applications from Latino/Hispanic families to enable at least 10% of the Kindergarten class enrolled is Latino/Hispanic
- Support admissions outreach activities of our parent volunteers
- Support Head of School to develop procedures and implement changes from 2016-17 Equity Design Working Group

2017/18 Members:

Chair: Ron Lewis (proposed)

Members: Sue Park (Head of School), Lily Wang (Yu Ming parent), Mimi Ho (Yu Ming parent), and Dave Cherry (Yu Ming parent), Andrea Siu (Yu Ming Parent), Two FSO co-Chairs

Draft

2017-18 YU MING CHARTER SCHOOL FACILITIES COMMITTEE

FACILITIES COMMITTEE DESCRIPTION

Overall Role:

The Facilities Committee leads the process of searching for, evaluating, securing, [and TK maintaining] a suitable facility for the operations of the school (short term and long term).

Appointments:

- A member of the Board of Directors shall serve as the Chair of the Facilities Committee.
- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant facilities expertise, experience, and capacity to serve
- Appointments of the Chair shall be made annually in accordance with the bylaws.

Responsibilities:

- To recommend criteria for the search for a school facility
- To select and retain qualified professionals to assist with search and selection for a school facility
- To manage a comprehensive and efficient process of searching for suitable facilities
- Provide background information about charter school facility financing / development to facilitate effective board decision-making.
- Engage parent community in development and input into facility plan and priorities
- To evaluate and communicate the tradeoffs between potential facilities; make a recommendation to the Board
- To manage the negotiation process and secure a suitable facility
- To keep the board updated at least monthly if not more frequently on progress against 2017 goals
- To lead working sessions and off-calendar meetings of the board to discuss facility matters of urgency or requiring focused discussion, as needed.

2016-2017 FACILITY COMMITTEE ANNUAL GOALS

Goal #1: Secure an interim facility to serve Yu Ming for the upcoming 2016/17 school year, that's move-in ready by August 1, 2016.	Progress: Successfully secured a 5-year lease for a new MLK campus at 675 41st Street in Oakland which school currently anticipates can accommodate projected school enrollment through the 2020-2021 school year. We will be out of classrooms for the year after.
Goal #2: Secure a long-term/permanent facility to accommodate Yu Ming at full build-out beginning August 1, [2018].	Progress: Significantly behind schedule. Work this past year focused on securing interim facility.

2017-2018 FACILITY COMMITTEE ANNUAL GOALS

General

- Secure a permanent facility that supports achievement of mission and education, talent, and financial goals/stability
- Prepare strong financial and risk analysis to support Board decision-making
- Keep parents and other stakeholders informed and engaged about facility procurement and preparation
- Assure that Yu Ming's real estate options all support the school's goal of attracting and retaining a diverse student population

Goal #1: Renegotiate or renew a lease for Yu Ming's Alcatraz campus that is aligned with the lease expiration/renewal for Martin Luther King campus.	Action: Work with Head of School Sue Park and Father Aidan of Saint Columba to renegotiate or renew a lease for Alcatraz so that both Alcatraz and MLK leases are on same expiration timelines.
Goal #2: Decide on how Facilities Committee should be structured and what roles of parent members should be in order to be most productive toward goals. Decide if we are an official board committee or working group.	Action: Confer with Facilities Committee members to learn what has worked/not worked, agree on role and scope of parent members, decide on an optimal structure.
Goal #3: Decide if Facilities Committee should oversee some or all of ongoing maintenance and upkeep of existing school sites. If yes, develop and implement plan.	Action: Confer with Head of School's team to decide responsibilities and develop, document, implement plan.
Goal #4: Understand accurate student population projections and program needs in order to create and finalize long-term plan and timeline for securing a permanent facility/facilities that can accommodate full K-8 enrollment.	Action: Over next six months, work with Head of School Sue Park, facilities team, and professional consultants to understand timeline for needed action and develop best options to bring back to the board for discussion and decision.

FACILITIES COMMITTEE MEMBERS

Full Committee and Meeting Schedule TBD

The Facilities Committee is anticipated to include approximately 8 – 12 members in total, including members from key stakeholder groups (administration, faculty and parents) as well as members with relevant professional expertise in Alameda County and with schools/charter schools. Members are asked to make a commitment for at least the school year, and preferably until a site is secured and prepared, including attendance at monthly meetings. The committee will work with willing advisors where appropriate.

Preferred Expertise:

- Experience developing, designing and/or managing a school development project
- Real estate development and financing experience
- Local community knowledge, relationships and experience with Oakland, Emeryville, Berkeley and other city councils, school boards and/or planning departments
- Knowledge of charter school facility finance options
- Real estate or construction project management, vendor selection
- Parent members with relevant experience, interest and / or commitment to supporting search process
- Teacher / staff members

2017-2018 members:

Chair: Lucia Hwang

Parent members: Michelle Li, Tiffany Eng, Antonio Lau, Matthew Sade, Gerard Lee, Ener Chiu, Michael Chao, Woolsey McKernon, Kevin Ma (not a complete listing)

NOTE: Head of School always invited to committee meetings and closely involved in process.

FACILITY COMMITTEE MEETINGS (Proposed for 2017-2018)

To be determined by work needs



**Board of Directors
October 19, 2017
AGENDA ITEM INFORMATION**

Agenda Item	2017-18 Funds Committee Description and Goals
Time Allotted	Consent Agenda
Background	The Funds Committee provides a committee description and goals for board approval each year.
Summary	Attached is the final 2017-18 description and goals for the Funds Committee which was revised based on the Board discussion and feedback at the August Board Retreat
Type	Vote
Key Questions	Does the Board approve the revised 2017-18 Funds Committee (formerly Capital Campaign Committee) description and goals?

2017-18 YU MING CHARTER SCHOOL FUNDS COMMITTEE (FORMERLY CAPITAL CAMPAIGN COMMITTEE)

Draft as of 8/26/2017

FUNDS COMMITTEE DESCRIPTION *pending approval of Board of Directors on 10/19/17*

Overall Role:

The Funds Committee is responsible for assuring that the annual and long term fundraising needs of Yu Ming are met in a timely and sustainable fashion.

Appointments:

- A member of the Board of Directors shall serve as the Chair of the Funds Committee.
- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant expertise, experience, and capacity to serve
- Appointments of the Chair shall be made annually in accordance with the bylaws.

Responsibilities:

- To set and communicate the goals of Yu Ming's annual fundraising need;
- To work with the Treasurer and the Finance Committee to assure that Yu Ming's annual fundraising supports the needs of Yu Ming's operating budgets
- To work with the Treasurer, Finance Committee and Facility Committee to design and execute Yu Ming's capital campaign in support of the acquisition and/or expansion of Yu Ming's permanent facility
- To work with, support and otherwise assure the success of parent-led fundraising efforts including the Annual Fall Giving Campaign, the Read-a-Thon, and Auction and Benefit.
- To solicit, secure and assure compliance with grants and donations from funders supporting Yu Ming and its educational mission

FY16- 17 CAPITAL CAMPAIGN COMMITTEE ANNUAL PRIORITIES

2016-17 priorities	Progress
<ul style="list-style-type: none">• Develop and execute an annual fundraising plan that provides for supplemental budget to fill the shortfall between Yu Ming's annual operating expenses and revenues. This year's goal is approximately \$430,000	<ul style="list-style-type: none">• Annual fundraising plan developed and successfully executed. Annual fundraising goal exceeded.
<ul style="list-style-type: none">• Develop a donor tracking system for Yu Ming's annual and long-term capital campaigns.	<ul style="list-style-type: none">• While donor tracking was utilized to a lesser degree, a CRM system using Sales Force or other software was not implemented.

FY17 - 18 FUNDS COMMITTEE ANNUAL PRIORITIES

2017-18 priorities	Actions
<ul style="list-style-type: none">• Develop and execute an annual fundraising plan that provides for supplemental budget to fill the shortfall between Yu Ming's annual operating expenses and revenues. This year's goal is approximately \$475,000	<ul style="list-style-type: none">• Establish teams to focus on each fundraising campaign. Improve communication of progress, participation and contribution. Better systems tracking for donors and responsiveness to high-donor potential.
<ul style="list-style-type: none">• Develop a donor tracking system for Yu Ming's annual and long-term capital campaigns.	<ul style="list-style-type: none">• Still needed. Explore Salesforce or other similar platform

FUNDS COMMITTEE MEMBERS

The Funds Committee members are asked to make a commitment for at least the school year. The committee will work with willing advisors where appropriate.

2017/18 Members:

Chair: Eric Peterson

Members:

Karen Geiger (Annual Fund)

Jamie and Steve Chen (Auction and Benefit)

Hua Wang (FSO Treasurer)

Chris Tarnas (FSO Liaison)

TBD (Read-a-Thon)

Chris and Diana Sonne

David Tjen

Christina Chang
Sara Zhao

FUNDS COMMITTEE MEETINGS

Meeting #1 (Fall): TBD

Meeting #2 (Prior to Auction and Benefit): TBD

Meeting #3 (June Year End Meeting): TBD



Board of Directors
October 19, 2017
AGENDA ITEM INFORMATION

Agenda Item	Performance Management, Recruitment & Retention Committee Description and Update
Time Allotted	15 minutes
Background	Approval of final committee description revised from retreat
Summary	Approve final committee description
Type	Discussion
Key Questions	



2017-18 YU MING CHARTER SCHOOL PERFORMANCE, RECRUITMENT & RETENTION COMMITTEE

Draft as of 10/16/2017

PERFORMANCE, RECRUITMENT & RETENTION COMMITTEE DESCRIPTION *pending approval of Board of Directors*

Overall Role:

The Performance, Recruitment and Retention Committee is responsible for supporting Head of School in a consultative capacity for performance management, recruitment and retention of teachers and staff as well as performance management for Head of School.

Appointments:

- A member of the Board of Directors shall serve as the Chair of the Recruitment and Retention Committee
- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant expertise, experience, and capacity to serve
- Appointments of the Chair shall be made annually in accordance with the bylaws

Responsibilities:

- To lead performance management for Head of School including annual goal setting and performance evaluation biannually (midyear touchpoint on goals / year-end evaluation);
- To support Head of School in performance management for teachers/staff including auditing and optimizing existing processes;
- To support Head of School in recruitment and retention efforts including gathering insights and data for benchmarking and feedback

RECRUITMENT AND RETENTION COMMITTEE MEMBERS

The Recruitment and Retention Committee is anticipated to include approximately 2-3 members. Members are asked to make a commitment for at least the school year. The committee will work with willing advisors where appropriate.

2017/18 Members:

Chair: Joy Lee

Member: Julie Mikuta



FY17 – 18 RECRUITMENT AND RETENTION COMMITTEE ANNUAL PRIORITIES

2016-17 priorities	Progress
<ul style="list-style-type: none">• Conduct competitive benchmarking for teacher salaries	Completed with assistance of Berkeley Board Fellows
<ul style="list-style-type: none">• Performance management for Head of School	Completed as required

FY17-18 Priorities

- Set targets and goals for teacher and staff recruitment and retention
- Perform internal audit and external research to identify strengths and opportunity areas in talent management for Yu Ming
- Support Head of School in optimizing performance management, recruitment and retention processes (including exit interviews, non-teaching staff performance evaluation metrics, feedback cycles)
- Refresh compensation competitive benchmarking study by December 2017 with support of Berkeley Board Fellows (timing to align with offer letters/intent to return in Jan/Feb)

ANNUAL BOARD MEETING TOPICS FOR THE YEAR

August: Board retreat – finalize board committee goals/priorities

September:

October: Plan for internal audit/external research for talent management

November:

December: Refresh compensation competitive benchmarking study

January: Midyear goal setting touchbase for Head of School

February:

March:

April:

May:

June: Annual review for Head of School

July:



Board of Directors
October 19, 2017
AGENDA ITEM INFORMATION

Agenda Item	Finance Committee Description 2017-18
Time Allotted	Consent Agenda
Background	The Finance Committee is responsible for assuring the financial health of the Yu Ming Charter School.
Summary	Each year, Board committees revise their description and goals for Board approval
Type	Vote
Key Questions	Does the Board have any questions regarding the proposed Committee description and goals?



Board of Directors
October 19, 2017
AGENDA ITEM INFORMATION

Agenda Item	Facilities Committee Description 2017-18
Time Allotted	Consent Agenda
Background	The Facilities Committee leads the process of searching for, evaluating, securing, [and TK maintaining] a suitable facility for the operations of the school (short term and long term).
Summary	Each year, Board committees revise their description and goals for Board approval
Type	Vote
Key Questions	Does the Board have any questions regarding the proposed Committee description and goals?

2017-18 YU MING CHARTER SCHOOL FINANCE COMMITTEE

Final as of 10/19/2017

FINANCE COMMITTEE DESCRIPTION *pending approval of Board of Directors*

Overall Role:

The Finance Committee is responsible for assuring the financial health of the Yu Ming Charter School.

Appointments:

- A member of the Board of Directors shall serve as the Treasurer and Chair of the Finance Committee.
- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant expertise, experience, and capacity to serve
- Appointments of the Chair shall be made annually in accordance with the bylaws.

Qualifications:

- Understands roles of a board trustee and the school
- Financial Literacy
- Commitment to safeguard the school and its assets

Responsibilities:

- To assure the financial good standing of Yu Ming Charter School;
- To hold Yu Ming management team accountable for fiscal operations;
- To review and analyze monthly financial reports;
- To review and understand school revenue and enrollment/ADA;
- To provide secondary approval of Yu Ming expenses above designated thresholds consistent with Yu Ming's financial policies;
- To review/approve bank accounts, review and recommend loans;
- To work with Yu Ming's financial team to generate Yu Ming's annual operating budget and five-year projections
- To assure Yu Ming's complies with required financial reporting to the charter authorizer;
- To develop, where appropriate, proposed amendments or additions to the Bylaws regarding the financial oversight of Yu Ming;
- To review and update (at least annually) Fiscal Policies and Procedures according to school needs and recommendations;
- To review salary schedule for the Highest Compensated Employees;
- To support any work as needed on charter renewal

FINANCE COMMITTEE MEMBERS

The Board Development Committee is anticipated to include approximately 3-4 members. Members are asked to make a commitment for at least the school year. The committee will work with willing advisors where appropriate.

2017/18 Members:

Chair: Jessica Norman

Member: Sue Park, Head of School

Member: Matt Eisenberg, ExED

Member: Other Board Member TBD

FY17-18 FINANCE COMMITTEE ANNUAL PRIORITIES

- Prepare contingency 5-year budget based on an economic downturn, significant decrease in fundraising, and attrition enrollment scenarios in upper grades - Fall 2017.
- Work with Facilities Committee to ensure both short-term and long-term facility needs are budgeted for - begin Fall 2017.
- Grow the cash reserve and maintain at least a 20% reserve - ongoing.
- Designate portions of cash reserve for specific needs: facilities, growth in special education costs, growth in compensation costs, etc - after determining cash flow projections per ExED (next regular board meeting).
- Update Fiscal Policies and Procedures per ExED recommendations and school needs - immediately, by Fall 2017 (next regular meeting).
- Increase overall Board financial literacy and comfort, including trainings as needed by ExED or others - ongoing.
- Add another member of the Board to the Committee - based on member availability.

- Conduct monthly meetings to review monthly financial reports and other relevant items, including the next fiscal year budget in the spring - beginning October 2017 and ongoing.



**Board of Directors
October 19, 2017
AGENDA ITEM INFORMATION**

Agenda Item	Change Board Meeting Calendar
Time Allotted	Consent Agenda
Background	The Board approves changes to its regular Board Meeting Calendar
Summary	Change the Board Meeting scheduled for May 17, 2018 to May 10, 2018 as discussed at the August Board Retreat.
Type	Vote
Key Questions	Does the Board have any questions about this proposed change?

Board of Directors
Thursday, October 19, 2017
AGENDA ITEM INFORMATION

Agenda Item	Yu Ming Transportation Safety Plan
Time Allotted	Consent Agenda
Summary	California Local Educational Agencies (LEA) including Charter Schools are now required to adopt transportation safety policies and plans. The attached is the proposed Transportation Safety Plan for Yu Ming.
Type	Voting Item
Background	<p>The Yu Ming Transportation Safety Plan contains procedures for Yu Ming personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at Yu Ming school sites and made available upon request to an officer of the Department of the California Highway Patrol. The Safety Plan addresses procedures for safe street crossing, boarding and exiting buses, ensuring students are not left unattended on buses, emergencies, and instruction to students on school bus safety.</p> <p>The Yu Ming Transportation Safety Plan was developed in consultation with our attorneys at Young Minney & Corr who have been monitoring the new transportation safety requirements for LEA's.</p>
Key Questions	
Attachments	Proposed Yu Ming Transportation Safety Plan



Yu Ming Charter School Transportation Safety Plan

Because Yu Ming Charter School (“Yu Ming”) provides transportation to or from Yu Ming school activities, the Yu Ming Board of Directors (“Board”) approved the following transportation safety plan which contains procedures for Yu Ming personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at the Yu Ming school site and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Yu Ming policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the Yu Ming Discipline Policy.

Definitions

1. “School bus” is any motor vehicle designed, used, or maintained for the transportation of a Yu Ming pupil at or below the grade 8 level to or from the Yu Ming school site or to and from Yu Ming activities.
1. “School activity bus” is any motor vehicle, other than a school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Yu Ming and carrier to transport Yu Ming pupils at or below the grade 8 level to or from a Yu Ming school activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

Determining Whether a Student Requires an Escort

If a student's home address is located on the opposite side of the street of the actual bus stop, then Yu Ming and California Vehicle Code 22112(d) requires the student to be physically escorted by the bus driver across that street and under the bus drivers’ direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Yu Ming requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

Procedures for Kindergarten through Eighth Grade Pupils Regarding Boarding and Exiting the Bus

Yu Ming has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Yu Ming is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.



2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by his/her parent and endorsed by the Head of School.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available, and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

Procedures for All Students to Follow as They Board or Exit a School Bus at the Yu Ming School Site or Other School Activity Location

Yu Ming has created the following procedures to govern the safe entry and exit of all students at the Yu Ming school site or other school activity location.

Boarding Buses at School Site or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Yu Ming staff shall inform the driver, and the driver will begin the boarding process.



4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Yu Ming teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at the Yu Ming school site, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
 - a. The driver will confer with the Yu Ming teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
 - b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
 - c. When the Yu Ming teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either the Yu Ming school site or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Yu Ming staff and the bus driver.

Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus

Yu Ming staff members should always be involved and active in the supervision of the loading and unloading of students at the Yu Ming school site and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, Yu Ming staff shall adhere to the following procedures:

1. Before leaving the school site for a school activity, the Yu Ming teacher/head chaperone for the trip shall ensure he/she has a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Yu Ming teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Yu Ming staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are left on board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Yu Ming teacher/head chaperone will conduct another roll call by



calling out each student's name and waiting for verbal and visual confirmation from the student that he/she is present.

5. The Yu Ming teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus

Yu Ming shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus on a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety

Yu Ming shall ensure that all students in kindergarten through grade 8 who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

Instruction for Students Who Were Not Previously Transported in a School Bus

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 8, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home;
2. General rules of conduct at school bus loading zones, such as:
 - a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line;
 - b. Students are not to play in or be in the street or private property
 - c. Students shall be on the proper side of the street before the bus arrives at the bus stop;
 - d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time;
 - e. If the student is late and needs to cross the street that the bus is stopped on, he/she must wait for the bus driver to escort him/her across the street;
 - f. Students should not approach the bus until it comes to a complete stop at the stop;
 - g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving;
 - h. Students should understand the bus driver is in charge at all times, and students should follow his/her directions;
 - i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped;
 - j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.



3. Red light crossing instructions, consistent with this Plan;
4. School bus danger zone(s);
5. Walking to and from school bus stops.

Instruction for all Students Prior to Departure on School Trip

Finally, prior to departure on a school activity trip, Yu Ming shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.
 - a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
 - a. Proper fastening and release of the passenger restraint system;
 - b. Acceptable placement of passenger restraint systems on students;
 - c. Times when the passenger restraint systems should be fastened and released; and
 - d. Acceptable placement of the passenger restraint systems when not in use.

Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less

Pursuant to Vehicle Code 34501.6, Yu Ming is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Head of School that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Head of School may consult with legal counsel as needed.
3. The Head of School may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Head of School.



Board of Directors
October 19, 2017
AGENDA ITEM INFORMATION

Agenda Item	Ethan Warsh, Board Candidate
Time Allotted	10 minutes
Background	The Board vets and approves new Board Members and ratifies Parent-Elect Board Members.
Summary	Ethan Warsh is a candidate for Board membership
Type	Vote
Key Questions	Does the Board have any questions regarding Ethan Warsh's candidacy for the Yu Ming Board? Does the Board see that there is a need for his skill set and experience on the Board?

ETHAN WARSH

1712 Fell Street Apartment 2. San Francisco. California 94117 | 301.908.3654 | ethan.warsh@gmail.com

RELATED EXPERIENCE

Pacific Charter School Development, Oakland, CA

Project Manager

September 2016 – Current

Work as real estate project manager on multiple large public charter school development projects throughout Bay Area. Duties include developing and managing project budgets and timelines, composing project teams including architects, engineers, and GCs through bidding processes, negotiating contracts with all vendors, and managing diligence, design, entitlement, and construction processes including attending weekly OAC meetings. Projects are between \$12 and \$20 million.

AltSchool, San Francisco, CA

Senior Real Estate Associate

April 2015 – August 2016

Worked on all aspects of AltSchool's Real Estate strategy with a focus on site acquisition, transaction management, and design and construction project management within the markets that AltSchool operates in: New York City, San Francisco, and Chicago.

- Led site selection in all markets, including interfacing with brokerage and landlord community, forming strategic development partners, and negotiating leases on behalf of AltSchool;
- Led pre-lease diligence and post-lease diligence, including securing entitlements through interfacing with local agencies, and if needed, leading community outreach processes.

Successor to the San Francisco Redevelopment Agency, San Francisco, CA

Assistant Project Manager

Nov 2013 – April 2015

Worked as a project manager on all issues related to redeveloping *Candlestick Point/Hunters Point Shipyard* – a 780-acre project, including: Site planning and entitlements (including CEQA); land transfers and transactions; infrastructure planning, permitting, and construction; affordable housing policy and development; market-rate vertical development finance and design review; transportation planning, funding, and construction; and, community and public relations.

Office of the Deputy Mayor for Planning & Economic Development, Washington, DC

Project Manager

October 2011 – May 2013

Served as overall Project Manager for *St. Elizabeths East*, a 180-acre real estate and economic development project including managing:

- \$122 million budget, project schedule, site entitlements (including NEPA, Wetlands permitting through the US Army Corp of Engineers, and federal and local historic preservation approvals), planning & design, temporary site-activation strategy, and major construction & historic rehabilitation projects;
- Relationships and coordination across agencies including departments of planning and transportation.

EDUCATION

Cornell University, Masters in City and Regional Planning, 2011

New York University, Bachelor of Arts in Political Science, 2007

MEMBERSHIPS & HONORS

Member, World Economic Forum, Global Shapers

Named one of Washington, D.C.'s "New Guard" by Washingtonian Magazine, January 2013



Board of Directors
October 19, 2017
AGENDA ITEM INFORMATION

Agenda Item	Sonali Nijhawan, Board Candidate
Time Allotted	10 minutes
Background	The Board vets and approves new Board Members and ratifies Parent-Elect Board Members.
Summary	Sonali Nijhawan is a candidate for Board membership
Type	Vote
Key Questions	Does the Board have any questions regarding Sonali Nijhawan's candidacy for the Yu Ming Board? Does the Board see that there is a need for her skill set and experience on the Board?

SONALI NIJHAWAN

4421 Gilbert Street, Apt 113, Oakland, CA 94611 708.359.0021

sonali.nijhawan@gmail.com

EDUCATION

University of Maryland School of Social Work, Baltimore, MD.

M.S.W., May 2010

Activities: Co-Chair of the Student Coalition for Peace and Equality (SCOPE), student representative on the University of Maryland, Baltimore's Outreach Council.

Marquette University, Milwaukee, WI.

B.A. in Psychology and Education, December 2005

Activities: Marquette Literacy After School Program. Executive Board Member of Indian Students Association.

WORK EXPERIENCE

Education Pioneers

Director, Greater Bay Area, October 2016 – present

Support the development of/manage implementation of a regional growth strategy to maximize and sustain Education Pioneers' presence and impact in the Greater Bay Area

Oversee strategy, operations and relevant regional staff to ensure team members are achieving excellence, leveraging their individual strengths and collaborating effectively to achieve site/region goals

Support the management of the metropolitan area donor portfolio and identify and cultivate donor prospects

City Year Sacramento

Interim Executive Director, August 2015 – January 2016

Head interim-executive for City Year Sacramento, a national public/private education organization

Identified, cultivated, solicited and managed strategic key relationships with major investors

Developed and set strategy for dynamic site senior leadership across multiple business units, including:

Marketing, Development, Recruitment, Operations and School Impact

Recruited, motivated and activated C-Level Board of Directors

Led all local facets of organizational marketing, branding and government relations efforts

Managing Director of Strategy and Development, January 2015 – July 2016

Developed the strategy and execution for City Year Sacramento's multi-million dollar development plan

Managed relationships with major donors and key stakeholders in the community

Managed development team of 4 full time staff members

Created long-term strategy for multi-revenue channels to build pipeline of sustainable funding, with a focus on Major Gifts

Chief of Staff, July 2013 – January 2015

Served as Head of Staff, providing direction, supervision, and training to program and support staff

Managed human resource matters according to personnel policies and procedures

Managed the participation of the local board of directors; assisted board with special projects, fundraising, and efforts to increase the overall visibility of City Year throughout the city and state

Created and aligned operating budgets with strategy and donor intent; provided oversight on production of grant applications and compliance to existing grant program

Collaborated with the development team to identify cost savings and revenue generation opportunities.

Managed internal operations for City Year Sacramento

Impact Director, July 2012 – June 2013

Served as City Year liaison to Sacramento City Unified School District, with a focus to create a transformational partnership between City Year and SCUSD

Developed structures for City Year's service model in 5 SCUSD priority schools

Developed strong partnership with community organizations (Parent Teacher Home Visit Project, Boys and Girls Club, etc.) to support students in 5 partner schools

Managed and led a 6 person department to further City Year's impact in schools

City Year Sacramento Start-Up team

School Partnerships Director, November 2011-June 2012

Identified and cultivated school partnerships with turnaround school in Sacramento City Unified School District (SCUSD)

Developed and supported implementation of pilot service model at Oak Ridge Elementary school

Built initial structures to localize City Year's Whole School Whole Child model in local schools

SONALI NIJHAWAN

WORK EXPERIENCE cont.

Business Volunteers Unlimited Maryland

Partnership Coordinator, February 2011 – November 2011

- Planned and supported business cultivation events to engage leaders in the private sector to develop strategic volunteer-based partnerships with Baltimore City Schools in need
- Developed program implementation structures for BVU's school-business partnership program
- Trained, supported and mentored 40+ volunteer leaders in their service projects to further develop their leadership skills

University of Maryland, Baltimore School of Social Work

Research Assistant, September 2009 – June 2010

- Served as a liaison between research team and UMB Office of Community Affairs to develop database system
- Developed mapping tool for community members, faculty and students to identify University outreach

Office of Government and Community Affairs, UMB

Community Outreach Assistant, August 2009 – May 2010

- Managed and coordinated programming for 65 volunteers and facilitators
- Participated and facilitated meetings for the School Family Council and Family Engagement Subcommittees
- Partnered with University representatives to build parental awareness of programs and resources at the University of Maryland, Baltimore
- Engaged community parents in weekly meetings promoting parental involvement in school programs and parent teacher organizations
- Coordinated and implemented an art expo, featuring artwork from students at community partner schools, raising over \$1400 to support participating partner schools
- Contributed support in grant management and continued research for funding
- Provided support in program planning, implementation and evaluation through communication with the UMB Outreach Council

Office of Community Services, US Department of Health and Human Services, Washington, D.C.

Summer Intern, May 2009 – August 2009

- Developed and implemented an assessment tool for American Recovery and Reinvestment Act (ARRA) state plans
- Reviewed ARRA plans of states and tribes within the United States
- Traveled to monitor programming being offered under the Community Service Block Grant Act
- Served as a Priority Area Manager for discretionary grants made available by the Division of State Assistance, specifically related to the Community Service Block Grant

City Year, Chicago, IL.

Senior Corps Member, July 2006 – June 2007.

- Volunteered full-time at subsidiary of AmeriCorps network.
- Led 7 first year Corps Members in implementing literacy tutoring program while developing and executing an after-school program for 35 economically disadvantaged children in Chicago Public Schools.
- Supervised and empowered corps members to further organizational mission of building democracy through citizen service, civic engagement and social entrepreneurship.
- Partnered with school administration through weekly meetings with the director of family and community engagement to build a stronger foundation for youth, improve quality of service and to create volunteer day at school.
- Proposed, coordinated and executed a new site initiative, Starfyzygy, a coming together of young idealists in a powerful day of service.

Honors: Recipient of The Bill and Hillary Clinton Innovation Award. Received full funding to bring inner city students of all ages together for one powerful day of community service and leadership development.

LANGUAGES & INTERESTS

Proficient in spoken Hindi.

National Service, Youth Leadership Development, Community Development, Community Schools and Education.



Board of Directors
October 19, 2017
AGENDA ITEM INFORMATION

Agenda Item	Introduction of Berkeley Board Fellows
Time Allotted	10 minutes
Background	The Berkeley Board Fellows program pairs graduate students from UC Berkeley's Haas School of Business to support local non-profit Boards during a school year.
Summary	Berkeley Board Fellows assigns graduate students to work on a board-related project to support the school's development or program. Stanley Hou and Karan Jhavar are the two Board fellows assigned to work with Yu Ming's Board for the 2017-18 school year. Board Chair Eric Peterson has agreed to be their assigned Board Mentor and liaison.
Type	Information and Discussion
Key Questions	Do board members have feedback regarding a specific area, such as strategic planning or retention and recruitment planning, where it is most needed for Stan and Karan to focus their project?
Attachment	Resumes of Stanley Hou and Karan Jhavar

KARAN JHAVAR

(859)338-6228 • karan_jhavar@mba.berkeley.edu • www.linkedin.com/in/karanjhavar

EDUCATION

- University of California, Berkeley, Haas School of Business** **May 2018**
Master of Business Administration
• Vice President General Management and Strategy Club; Consulting Club, Finance Club
- University of Kentucky, College of Engineering, Lexington, KY (GPA 3.73)** **Dec 2007**
Master of Science, Electrical Engineering
• Ezra Gillis Graduate Scholarship Award (2006 and 2007; 5 out of 300 students)
- Bhopal University, University Institute of Technology, Bhopal, India (GPA 4.0)** **May 2006**
Bachelor of Engineering, Electronics and Telecommunication (Top 1% of the graduating class)

EXPERIENCE

- Haas@Work - Consulting project for PG&E, Team Lead, San Francisco, CA** **Spring 2017**
• Developed strategy to increase the adoption of energy storing batteries by 5% for SMB's within one year. Led a team of four to conduct market research to identify trends, evaluate competitive landscape and explore new business models
• Presented short and long-term roadmap to senior leadership to revamp online billing statement and mobile app. Recommendations identified new revenue streams and consolidation of two divisions to achieve cost synergy
- Zimitech - Biotech stealth startup, Product Manager, San Francisco, CA** **Spring 2016**
• Defined go-to-market strategy by sizing TAM, investigating competitive products, segmenting high potential customers, and exploring risk mitigation tactics to secure \$120K in seed funding
- NVIDIA Corp., Santa Clara, CA** **2011-Present**
Marketing Manager (2017-present)
Artificial Intelligence, Internet Of Things, Automation
• Led a team of three in a strategic project with an objective of increasing revenue by \$100M by 2018. Evaluated market size, competitive landscape, and regional channel capabilities to build a business case to enter new markets
• Improved the go-to-market strategy by analyzing value chain and segmenting customers of two highly fragmented industry verticals in the video analytics market. Presented the strategy to C-suite executives and built consensus to receive approval to implement the proposal
• Increased unit sales of IOT product by 10% by recommending changes in pricing, product positioning, and marketing channels based on pattern recognition analysis on past sales data
- Senior Software Engineering Manager (2011-17)**
*Proven track record of growth with **three promotions in five years** from Senior Engineer to Senior Manager*
Business Strategy and Leadership
• Envisioned need for a cross-functional product-security strategy team in 2014 to protect \$1B+ worth of Nvidia's software assets, and influenced senior management to support it. Recruited and managed a team of nine direct reports
• Supervised 60+ people from 10 cross-functional teams to deliver high-quality software for Nvidia's flagship product in 2015 with annual revenue of \$100M; product has 4.5/5 average user reviews on Amazon with over 1,000+ user reviews
Analysis and Research
• Decreased software delivery time by 20%+ by analyzing five years of historical bug data of the whole company and convincing C-level leadership to approve development of new tools and training materials
• Completed competitive analysis in new markets including virtual reality, to recommend software features leading to product differentiation. Won five new client designs with potential of \$20M lifetime revenue
Client Relations
• Secured 10+ contract wins valued at \$200M with existing clients like Google, by leveraging relationship with client's leadership to understand software requirements; conducted 30+ interviews to understand customer preference
• Saved \$20M in annual royalty cost for 20+ clients by leading strategy and implementation discussions with software leaders at clients like Google, Amazon, and ARM resulting in development of an open source security software

ADDITIONAL

- **Community Service:** Taught Math to underrepresented students to increase retention at University of Kentucky
- **Sports:** State level cricket player, green belt in karate, recreational basketball and tennis enthusiast
- **Interests:** Enjoy multiplayer video games; stock picking; travelling to ancient sites like Coliseum and Notre-Dame

STANLEY Z. HOU

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EDUCATION

University of California, Berkeley, Haas School of Business

May 2017

Master of Business Administration

- Entrants Experience Manager, Global Social Venture Competition
- VP Community for Reading Partners, Challenge 4 Charity (C4C)
- For International Business Development (IBD): devised and presented strategies to education group in Chengdu, China to expand international curriculum and partnerships across 30+ kindergartens and primary schools

University of Michigan, Ross School of Business, Ann Arbor, MI

May 2009

Bachelor of Business Administration

- Cumulative GPA: 3.85/4.00
- Class of 1963 Paul W. McCracken Scholarship Award; Seven-time University Honors; Two-time James B. Angell Scholar

EXPERIENCE

Bright Star Schools, Los Angeles, LA

Summer 2016

Education Pioneers Fellow

- Delivered evaluation of Bright Star's strategic growth options, identifying various strategies, designing an analytical framework to assess and compare options, and evaluating each option using both quantitative and qualitative data
- Performed assessment of Bright Star's programs and services for at-risk students, collaborating with various stakeholders to explore more holistic strategies to better serve those students' needs

PricewaterhouseCoopers, New York, NY

2009-2015

Senior Associate, Advisory (2012-2015), Associate, Advisory (2009-2012)

Anti-Money Laundering (AML) Process Enhancement for a Multinational Financial Services Corporation

- Designed and developed reporting dashboard for the national AML oversight committee, collaborating with various stakeholder groups across organization to determine data sources, organize data, and standardize ongoing process

Program Stand-up and Project Management for Consumer Financial Protection Bureau (CFPB)

- Led a 12-person multidisciplinary team to operationally and technologically enable the CFPB to receive, process, and respond to over 4,000 monthly consumer complaints related to the debt collection industry
- Headed a 5-person cross-functional team to develop and launch the Consumer Complaint Database, a public online database of individual consumer complaints received by the agency, a first-time technical achievement by any federal financial regulator and winner of a Walter Gellhorn Innovation Award Honorable Mention
- Collaborated with CFPB's CIO to implement agile project management practices during the organization's startup phase, enabling the IT team to avoid impending delays and successfully launch three critical enterprise systems

Contact Center Consolidation and Cost Savings Strategy for New York State

- Engaged contact center management teams and representatives from telecommunications providers to initiate efforts to eliminate agency-operated toll-free lines and generate over \$2 million worth of cost savings
- Constructed cost savings model that used staffing- and IT-related cost data collected from over 30 state agencies to project the total savings potential of consolidating the state's 30+ contact centers

Customer Service Strategy for a Major National Cable & Internet Service Provider

- Identified and evaluated customer service-related best practices of the client's major competitors, and devised recommendations aimed at transforming the client's customer service to earn a top-three industry ranking
- Documented current state customer service processes by interviewing key global stakeholders, and subsequently designed future state customer service processes based on proposed recommendations

Riverkids Foundation, Phnom Penh, Cambodia

2013-2014

Education-oriented non-governmental organization focused on fighting child and sex trafficking in Cambodia

Consultant (Pro Bono)

- Created organization's first-ever comprehensive strategic plan, facilitating discussions with the leadership team and staff to articulate the organization's vision, mission, and goals, and establish and prioritize future initiatives
- Designed and facilitated professional skill-building workshops for management staff, sharing common Western techniques as well as incorporating input from participants on strategies specific to Cambodian culture

ADDITIONAL

- Conversational in Chinese (Mandarin and Cantonese)
- Weekly volunteer with Reading Partners
- Enjoy backpacking, basketball, health and fitness, and pop culture



Board of Directors
October 19, 2017
AGENDA ITEM INFORMATION

Agenda Item	Revised Fiscal Policies
Time Allotted	10 minutes
Background	The Board approves Fiscal Policies for Yu Ming
Summary	The Finance Committee proposes to revise the attached Fiscal Policies
Type	Vote
Key Questions	Does the Board have any questions regarding the revisions of the Fiscal Policies?

Yu Ming Charter School Fiscal Policies & Procedures

Approved by the Board of Directors, 10/19/2017

Yu Ming Charter School Fiscal Policies & Procedures

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Introduction

The Governing Board of Yu Ming Charter School has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of Yu Ming Charter School to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately.

Yu Ming Charter School has contracted with ExED for various business services including budgeting, financial reporting, and forecasting; accounting and bookkeeping; cash management; CALPADS reporting; and payroll processing and retirement reporting.

Accounting Procedures

This section covers basic accounting procedures for the organization. The accounting procedures used by the organization shall conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards.

Basis of Accounting

Policy: The organization uses the accrual-basis of accounting at year-end, meaning that revenues are recorded when earned, and expenses are recorded when a liability is incurred regardless of when the receipt or payment of cash takes place.

Procedures:

- Throughout the fiscal year, revenue is recorded in the month in which it is received and expenses are recorded in the month in which they occur.
- At the close of the fiscal year, all revenue earned in the fiscal year, but not received is accrued. All expenses that have been incurred but not paid are also accrued. This ensures that the year-end financial statements reflect all revenue earned and all expenses incurred during the fiscal year.
- Year-end books, inclusive of adjusting journal entries, are closed by December 15, the date by which the audit report must be submitted to the state controller and respective reporting agencies.

Bank Reconciliations

Policy: Bank reconciliation and approval will occur on a monthly basis.

Procedures:

- The ExED Accounting Associate or Senior Accounting Associate (AA/SAA) assigned to the organization will print the bank statements directly from the online banking system. If online banking is unavailable, the organization will make copies of the original statement available to ExED.
- The ExED AA/SAA will prepare the bank reconciliation.

YU MING CHARTER SCHOOL FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, 10/19/2017

- The Accounting Manager or Vice President, School Finance assigned to the organization will review and approve the bank reconciliation by initialing and dating the report.

Record Keeping

Policy: Financial records will be retained for a minimum of seven years or as outlined in the 990 policy.

Procedures:

- ExED will retain financial records, including transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll record, and any other necessary fiscal documentation at its site until the prior year audit has been completed.
- ExED will deliver financial records to the organization for storage for the remaining years of the seven year retention period.
- At the discretion of the Governing Board or Head of School, certain documentation may be maintained for a longer period of time.
- Financial records will be shredded at the end of their retention period.
- Backup copies of electronic and/or paper documentation should be stored in a secure location.

Internal Controls

The organization employs several safeguards to ensure that financial transactions are properly authorized, appropriated, executed and recorded.

All documentation related to financial matters will be completed by computer, typewriter, or ink. Completion by pencil is not permitted. The organization employs various electronic systems and processes to complete the work associated with its fiscal operations (e.g., SpendBridge, Paychex). The electronic systems the organization chooses to use may change over time and new electronic systems may be introduced. The organization will configure the electronic systems to ensure they align to the organization's internal controls.

Lines of Authority

Governing Board

- Approves the fiscal policies and procedures and delegates administration of the policies and procedures to the Head of School.
- Ensures that the fiscal policies and procedures are current, meaning that they have been reviewed and updated annually.
- Approves the opening and closing of bank accounts and the list of authorized signers and the organization address on record.
- Approves all third-party loans.
- Approves the opening of business credit cards.
- Reviews and approves the annual budget.

YU MING CHARTER SCHOOL FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, 10/19/2017

- Reviews annual and monthly financial statements, including the monthly check register and the ExED-prepared financial dashboard and budget-to-actual variance analysis.
- Reviews the Head of School's performance annually and establishes the salary.
- Reviews and approves all contracts over (\$15,000).
- Reviews and approves all expenditures for payment over (\$10,000).
- Commissions the annual financial audit by an independent third party auditor approved by the State of California.
- Approves the annual financial audit by December 15.
- Appoints someone else to perform the duties of the Head of School in the case of absence.

Head of School

- Is responsible for all operations and activities related to financial management.
- Develops the annual budget with ExED.
- Reviews and approves all contracts under (\$15,000).
- Reviews and approves all expenditures
- Oversees the adherence to all internal controls.
- Appoints someone else to perform his/her duties in case of absence.

Segregation of Duties

Policy: The organization's financial duties shall be distributed among multiple people to help ensure protection from fraud and error. The distribution of duties aims for maximum protection of the organization's assets while also considering efficiency of operations.

Procedures:

- Procedures for each section of this document will identify the position responsible for carrying out each function so that no single person or entity has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.

Financial Planning & Reporting

Budgeting Process

Policy: In consultation with the Head of School, ExED will prepare the annual budget for approval by the Governing Board. The budget is to be approved by the Governing Board prior to the start of each fiscal year.

Procedures:

- The Head of School will work together with other organization staff to ensure that the annual budget is an accurate reflection of programmatic and infrastructure goals for the coming year.
- ExED will ensure that the budget is developed using the organization's standard revenue recognition and cost allocation procedures.

YU MING CHARTER SCHOOL FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, 10/19/2017

- ExED, in consultation with the Governing Board, will set a target net income goal to meet strategic goals and/or comply with existing loan covenants.
- ExED will present a draft budget to the Governing Board prior to the end of the fiscal year.
- The Governing Board will review and approve the budget no later than its last meeting prior to the start of the fiscal year.
- ExED will prepare financial statements displaying budget vs. actual results for presentation to the Governing Board at each board meeting.

Internal Financial Reports

Policy: The organization reviews regular financial reports on a monthly basis.

Procedures:

- ExED is responsible for producing the following year-to-date reports within 45 days of the end of each month (in August through June): Income Statement including budget to actual variances, Balance Sheet, Financial Analysis, and Cash Flow Projection.
- ExED will also present a check register at each board meeting.
- The Head of School will review financial reports each month.
- ExED and/or the Finance Committee will present the financial reports to the Governing Board at each meeting.

Audit

Policy: The Governing Board will contract annually with a qualified independent certified public accounting firm to conduct an audit of the organization's financial statements in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, and, if applicable, the *U.S Office of Management and Budget's Circular A-133*. The selected audit firm must be familiar with these standards, related State of California and Charter School regulations, and the *Standards and Procedures for Audits of California K-12 Local Education Agencies* Audit Guide (which can be found at <http://eaap.ca.gov/audit-guide/current-audit-guide-booklet/>), in order to properly conduct the audit engagement.

After six consecutive fiscal years, the organization will contract with a new audit firm or require a change/rotation in audit partners in the seventh year, unless a waiver is obtained from the Educational Audit Appeals Panel. (Education Code 41020).

Procedures:

- The Governing Board will be responsible for contracting with an audit firm by March 1 of each year, unless the existing contract is a multi-year contract.
- The Governing Board will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor.
- The Governing Board will review and approve the audit no later than December 15.
- The audit firm will be responsible for submitting the audit to all reporting agencies no later than December 15.

YU MING CHARTER SCHOOL FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, 10/19/2017

Tax Compliance

Exempt Organization Returns

Policy: The audit firm contracted by the Governing Board to conduct the annual financial audit will prepare the annual Federal Form 990 and the California Form 199. The tax forms are to be filed no later than May 15 of each year.

Procedures:

- ExED will work with the tax preparer to complete the organization's tax returns.
- The Head of School will review the tax returns before submitting to the Governing Board for final approval prior to May 15.
- The Form 990 will be available to the public via GuideStar, an information service specializing in reporting on U.S. nonprofit companies.

Quarterly/Annual Payroll Reports

Policy: ExED will prepare the state and federal quarterly and annual payroll tax forms and will submit the forms to the respective agencies within established deadlines.

Procedures:

- ExED will prepare employee W2s by January 31 each year.
- ExED will file quarterly payroll tax reports (941 and DE9) by the filing deadline.

Revenue & Accounts Receivable

Cash Receipts

Policy: Cash receipts (including check or cash payments received via mail or in person and deposits received via Electronic Fund Transfer) shall be recorded completely and accurately to prevent the misappropriation of assets.

Procedures:

- For each fundraising or other event in which cash or checks will be collected, the Head of School will designate a staff member to be responsible for managing the process to collect and hold all cash and checks related to the event.
- The designee will record each transaction in a receipt book or document each item sold at the time the transaction is made in a log or similar.
- The designee shall give the cash, checks, deposit summary, and any related supporting documentation to the Business Manager .
- The Business Manager and the designee will recount and reconcile the amount received with the supplied supporting documentation and each will sign for approval. The office manager will immediately put the funds in a secure, locked location.
- Mail (including anything official such as governmental notices, invoices and checks) received at the school must be opened by office staff members. If possible, the person opening the mail should not also be responsible for making bank deposits.

YU MING CHARTER SCHOOL FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, 10/19/2017

- Once a week, the Office Manager will log cash or checks received into the Cash Receipts Book. Copies of Cash Receipt records should be sent to ExED for posting into the general ledger.
- When utilizing merchant or online web contribution services, appropriate segregation of duties shall be in place to ensure that no single person is able to perform incompatible functions (custody, recording, approving).

Deposits

Policy: The Business Manager is responsible for making bank deposits. Deposits will be made in a timely manner, not to exceed two weeks from the date of collection.

Procedures:

- The Business Manager will restrictively endorse each check received (e.g. For Deposit Only Yu Ming Charter School).
- The Business Manager will prepare a deposit packet itemizing the amount, source, and purpose of each check or cash payment received. The deposit packet will include a copy of each check and a bank deposit slip.
- The Head of School will review and approve the deposit packet.
- The Head of School will make the deposit and attach the deposit receipt to the deposit packet.
- The Business Manager will forward the deposit packet to ExED.
- ExED will reconcile the cash receipts to the deposit slip and the bank statement as part of the monthly close process.

Expense & Accounts Payable

Payroll

Policy: Employees are paid on a semi-monthly basis (15th and end of month). Under the supervision of the Head of School, ExED will be responsible for processing payroll through a third-party provider.

Time Sheet Preparation & Approval

Policy: All non-exempt employees are required to record time worked, holidays, and leave taken for payroll, benefits tracking, and cost allocation purposes.

Procedures:

- Non-exempt employees will be responsible for completing a timesheet, recording hours worked and vacation, sick or holiday time if applicable.
- Each non-exempt employee will approve his/her timesheet via his/her signature or submission through the payroll system.
- Each supervisor will review and approve his/her employees' timesheets by signing each timesheet or approving each timesheet in the payroll system.

YU MING CHARTER SCHOOL FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, 10/19/2017

- Supervisors will return, either physically or via the payroll system, incomplete timesheets to the employee for revision.
- If an employee is unexpectedly absent and therefore prevented from working on the last day of the pay period or turning in his/her timesheet, the employee is responsible for notifying the signatory supervisor or for making other arrangements to submit the timesheet. The employee must still complete and submit the timesheet upon return.
- Salaried employees are responsible for requesting leave, and supervisors are responsible for tracking leave taken by salaried employees.

Payroll Additions, Deletions, and Changes

Policy: The Head of School is authorized to approve all payroll changes within the scope of his/her budget authority.

Procedures:

- The Head of School or designee will submit, either physically or electronically via payroll system, new hire or employee change paperwork to ExED prior to the payroll deadline for the first pay period in which the change or addition is to go into effect.

Payroll Preparation & Approval

Policy: ExED will prepare payroll in accordance with the organization's payroll calendar.

Procedures:

- Five days prior to each check date, the Business Manager will provide ExED with a summary payroll report that includes:
 - A listing of salaried staff to be included in the payroll and an accounting of any vacation, sick, or personal hours to be recorded for each salaried employee.
 - The number of hours each hourly employee worked during the pay period as well as an account of any vacation, sick, or personal hours to be recorded for each hourly employee.
- The ExED Accounting Analyst, Associate, or Senior Associate assigned to the organization will prepare payroll based upon the summary payroll report and submit the "Register Prior to Processing" to the ExED Accounting Manager (AM) or Vice President (VP), School Finance.
- The ExED senior staff will review the "Register Prior to Processing" and the supporting "Employee Change Listing" for accuracy and completeness.
- If there are changes between the payroll summary report and the register, ExED will obtain approval from the Head of School before submitting payroll.
- The ExED Accounting Manager or Vice President, School Finance will submit payroll to the 3rd party payroll provider for check and direct deposit processing.
- The 3rd party payroll provider will deliver the payroll package to the organization address on file one day prior to the check date.
- The Head of School or designee will be responsible for opening the payroll package, reviewing reports for accuracy, and notifying ExED of any missing checks.
- The Head of School or designee will distribute pay stubs to employees on the check date.

YU MING CHARTER SCHOOL FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, 10/19/2017

Pay Upon Termination

Policy: Employees who are discharged shall be paid all wages due at the time of termination. (Labor Code § 201) Employees who quit without giving prior notice shall be paid wages within 72 hours (inclusive of weekends and holidays). If the employee gives at least 72 hours' notice, the wages must be paid on the last day worked. (Labor Code § 202)

Procedures:

- The Head of School or designee will inform ExED of any voluntary or involuntary termination immediately and will provide an accounting of the hours/days worked since the last payroll and any accrued Paid Time Off (PTO) to be paid.
- ExED will calculate the final check based on the hours/days worked and the employee's pay rate.
- ExED or the Head of School will prepare the final check based on the final check calculation. ExED will provide ExED-generated checks to the school in accordance with the timelines required by law. The organization is responsible for obtaining the employee's signature on the final check acknowledgement.
- An employee who quits without 72 hours' notice may request that his or her final wage payment be mailed to a designated address. The date of mailing will be considered the date of payment. (Labor Code § 202)
- The final check may not be provided via direct deposit unless agreed to by the employee and the organization.
- The organization must provide ExED with a list of non-returning staff two weeks prior to the last day of instruction to ensure that final checks are distributed in accordance with labor law.

Purchases & Procurement

Policy: All purchases must be authorized by the Head of School. Any expenditure in excess of \$40,000 for the purchase of a single item should have bids from three (3) suppliers, if possible. Any food contract that exceeds \$150,000 (the small purchase threshold set by the US Department of Agriculture) shall follow a competitive bid process.

Goods or services purchased with federal funds must follow federal procurement guidelines as outlined in Education Department General Administration Regulations (EDGAR), Part 80—Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, Sub-part C (Post Award Requirements), Section 80.36 (Procurement) located at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

The Governing Board must approve any contract over \$15,000.

Procedures:

- All purchases over \$5,000 require a purchase requisition.
- The Head of School will approve the purchase requisition after determining:
 - If the expenditure is budgeted.
 - If funds are available for the expenditure.

YU MING CHARTER SCHOOL FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, 10/19/2017

- If the expenditure is allowable under the appropriate revenue source.
- If the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures and any related laws or applicable regulations.
- If the price is competitive and prudent and proper bidding procedures have been followed.
- The Governing Board will review expenditures during each board meeting through the review of a check register that will list all checks written since the Governing Board's last meeting and will include the check #, check date, payee, and check amount.

Contracts

- The Head of School will consider in-house capabilities to accomplish services before contracting for them.
- The Head of School will keep and maintain a contract file evidencing the competitive bids obtained (if any were required) for any contract over \$40,000.
- The Business Manager or designee will confirm that the contractor is not listed in the US government's Suspended or Disbarred list via a search of the System for Award Management (www.sam.gov). The Business Manager or designee will keep a record of all searches.
- The Business Manager will ensure that a written contract clearly defining work to be performed is on file for all contract service providers (i.e. consultants, independent contractors, subcontractors).
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers' compensation insurance currently in effect. The Head of School may also require that contract service providers list the school as an additional insured.
- The Head of School will approve proposed contracts and modifications in writing.
- Contract service providers will be paid in accordance with approved contracts as work is performed.
- The Head of School will be responsible for ensuring the terms of the contracts are fulfilled.
- Potential conflicts of interest will be disclosed upfront, and the Head of School and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

Credit Cards

Policy: Organization credit cards shall only be issued with the formal approval of the Governing Board and may only be used for organization-related expenditures.

Procedures:

- Purchase requisition and other documentation requirements apply to credit card purchases.
- The bank and/or consumer credit card (Amazon, Home Depot, Staples, etc.) will be kept under the supervision of the card holder.
- An itemized receipt should be turned in for all purchases.
- If receipts are not available, missing or contain an inappropriate expense, the individual making the charge will be held responsible for payment.

YU MING CHARTER SCHOOL FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, 10/19/2017

- In the case of a missing receipt, a missing receipt form shall be submitted and approved by the Head of School. Should the Head of School be required to complete a “missing receipt” form, authorization must be granted by a member of the Governing Board.
- Credit cards will bear the names of both the organization and the cardholder as authorized by the Governing Board.
- No personal charges are permitted.
- All reward points or discounts are property of the school. Use of such points or discounts is at the discretion of the Head of School and should be used for the benefit of the organization.
- Upon termination, the employee shall immediately return the credit card and all receipts to the Head of School.

Debit Cards

Policy: Organization debit cards are not permitted.

Procedures:

If a debit card is automatically issued by the bank, the Head of School will:

- Contact the bank to deactivate debit card service from the account.
- Destroy the physical debit card.

Independent Contractors

Policy: The organization will comply with all applicable federal and state laws relative to the use of independent contractors.

Procedures:

- The Head of School has the authority to establish a contract with an independent contractor and is responsible for verifying that the person is appropriately classified as an independent contractor and not as an employee and for obtaining a Form W-9.
- School employees may not serve as independent contractors.
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers’ compensation insurance currently in effect. The Head of School may also require that contract service providers list the school as an additional insured.
- All services performed by independent contractors will be processed as accounts payable.
- At the close of the calendar year, ExED will issue a Form 1099 to all independent contractors in accordance with IRS regulations.

Invoice Approval & Processing

Policy: The Head of School must approve all invoices. Any invoice over \$10,000 must also receive approval from a member of the Board. The following procedures will be performed either manually or electronically.

YU MING CHARTER SCHOOL FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, 10/19/2017

Procedures:

- The Business Manager will open and review invoices and bills and will notify the Head of School of any unexpected or unauthorized expense.
- When receiving tangible goods from a vendor, the Business Manager will trace the merchandise to the packing list and note any items that were not in the shipment.
- The Business Manager will code invoices to the correct budget line.
- Invoices are then routed to the Head of School and Board Member (if necessary) for payment approval.
- If the vendor is a sole proprietor or a partnership (including LP, and LLP) providing a service, the Business Manager will obtain a W-9 from the vendor prior to submitting any requests for payments to ExED.
- ExED will review the invoice for sufficient supporting documentation, verify the coding, and process payment.

Cash Disbursements

Policy: Bank checks will be issued upon receipt of appropriate documentation (e.g. vendor invoice, purchase order, packing slip, etc.).

Procedures:

- Once an invoice is approved by the Head of School for payment, the ExED Accounting Analyst will prepare an in-sequence check and will submit the check to the ExED AM or VP.
- The ExED AM or VP will review the supporting documentation for completeness and the check for accuracy and will sign the check with the Head of School's facsimile signature stamp and Board Member's stamp (if applicable), which is maintained in a secured location when not in use.
- ExED will distribute the check as follows:
 - Original – mailed or delivered to payee
 - Duplicate or voucher – attached to the invoice and filed by vendor name by an ExED accountant.
- Should a check need to be voided, "VOID" will be written in ink on the signature line of the check.

Wire Transfers

Policy: Wire transfers initiated by the client or ExED will be executed upon receipt of appropriate documentation (e.g. vendor invoice, purchase order, packing slip, etc.). Any wire transfer over \$10,000 must also receive approval from a member of the Board.

Procedures for ExED executed wire transfers:

- ExED will initiate and execute wire transfers with supporting documentation for the following:
 - Routine wires initiated and executed by ExED:
 - Semi-monthly Payroll transfers to Paychex per ReadyPay
- All other ExED executed wire transfers will adhere to the following procedures:

YU MING CHARTER SCHOOL FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, 10/19/2017

- Head of School will review all supporting documentation and approve. The school will then send all documentation to ExED
- ExED will execute the wire transfer

Procedures for client initiated and executed wire transfers:

- Someone other than the Head of School (wire approver) shall prepare all supporting documentation for the wire transfer
- Head of School will review all supporting documentation and approve in writing
- School will send all documentation to ExED

Employee and Volunteer Expense Reimbursements

Policy: The organization will reimburse pre-authorized (if above the pre-authorization limit) school-related expenses that are accompanied by an original receipt or other appropriate documentation. Only the Head of School may incur school-related expenses without pre-approval.

Procedures:

- An employee or school volunteer seeking to make a school-related purchase must obtain pre-approval from the Head of School (if above the pre-authorization limit).
- Employees will submit signed expense reports monthly, as necessary, to the Head of School for approval. Original receipts or other appropriate documentation (e.g. e-mail receipt) must be attached to the expense report.
- Head of School expense reports must be approved by a member of the board.
- The Business Manager will submit the approved expense report and supporting documentation to ExED.
- ExED will issue a reimbursement check after receipt of appropriate and complete documentation in accordance with the AP processing schedule.
- Employees will submit expense reports within the fiscal year in which the expenses were incurred.
- The organization reserves the right to refuse reimbursement for any inappropriate expenses made.

Travel Expenses

Policy: The Head of School must pre-approve all school related travel. Mileage will be reimbursed at the organization-approved mileage rate, not to exceed the current IRS reimbursement rate.

Procedures:

- For the purposes of mileage reimbursement, where a trip is commenced or terminated at the employee's home, the distance traveled shall be reduced by the employee's home-to-office commute distance.
- Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator. Hotel rates will be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available.
- Employees will be reimbursed up to the established per diem rate found at (<http://www.gsa.gov/portal/category/100120> - US Government Rates) for any breakfast,

YU MING CHARTER SCHOOL FISCAL POLICIES AND PROCEDURES

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lunch, dinner, or incidental expense that is not included as part of the related event. Employees will be responsible for any excess expenses beyond the established per diem rate.

- Transportation expenses such as airfare will be purchased at the lowest rate available.
- Employees should utilize bus/shuttle service whenever possible. When traveling in groups, taxis may be more economical. Employees should choose between long-term parking or a taxi based on whichever is the more economical for the organization.
- After the trip, the employee must enter all of the appropriate information on an expense report, attach original receipts, and submit it to the Head of School for approval and then on to ExED for processing.

Governing Board Expenses

- The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report and attach original receipts.
- The Head of School and/or another board member will approve and sign the expense report, and submit it to ExED for payment.

Asset Management

Cash Management and Investments

Policy: All funds will be maintained in high quality financial institution or invested with the following objectives in order of priority; preservation and safety of principal, liquidity, and yield.

Procedures:

- The Head of School will obtain Governing Board approval before opening or closing a bank account.

Capital Equipment

Policy: The organization capitalizes any item, purchased or donated, with a value of \$5,000 or more and with a useful life of more than one year.

Procedures:

- ExED will maintain a ledger of all capitalized items. The ledger will include the original purchase price and date and a brief description of the asset.
- The organization will take a physical inventory of all assets within 90 days of the end of each fiscal year, indicating the condition and location of the asset.
- The Head of School will be notified of all cases of theft, loss, damage or destruction of assets.
- The Business Manager will submit to ExED written notification of plans for disposing of assets with a clear and complete description of the asset and the date of the disposal.

Loans & Lines of Credit

YU MING CHARTER SCHOOL FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, 10/19/2017

Policy: The Governing Board will approve all loans or Lines of Credit from third parties. In the case of a long-term loan, approval may also be required from the chartering authority in accordance with the terms of the charter and/or other lenders in accordance with the loan documents.

Employee loans, including salary advances, are not allowed.

Procedures:

- The Head of School and/or Governing Board designee shall review and sign the promissory note before funds are borrowed.
- Loan agreements should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.
- Loan covenants and reporting requirements are to be acknowledged by the board at the time of adoption.
- Any draw of funds from a Line of Credit shall require written approval from the Chair of the Board Finance Committees

Insurance

Policy: The organization will maintain insurance with a high quality insurance agency at all times for:

- General Liability
- Property
- Workers' Compensation
- Professional Liability
- Directors' and Officers' Coverage

Umbrella and student accident policies are considered prudent add-ons.

Procedures:

- The Head of School will carefully review insurance policies with the Broker on an annual basis prior to renewal to determine compliance with Charter authorizer and any applicable loan covenant requirements.
- The Head of School will forward to ExED all insurance policies and related documents (e.g. certificates of insurance, claim forms, etc.).

Operating Reserves

Policy: The organization will ensure adequate cash balances to meet annual cash flow needs. The target minimum operating reserve fund is recommended to be equal to 3 months of average operating costs. The amount of Operating Reserves will be calculated each year after approval of the annual budget and included in monthly financial reports.

Procedures:

- ExED will monitor the organization's reserve level and will report the reserve level to the Head of School and the Governing Board on a monthly basis.

YU MING CHARTER SCHOOL FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, 10/19/2017

- It is the responsibility of the Head of School and the Governing Board to understand the organization's cash situation and it is the responsibility of the Head of School to prioritize payments as necessary to manage cash flow.
- The Governing Board may designate a portion of the operating reserve fund for strategic goals.
- The Governing Board may develop an additional Operating Reserve Policy to specify use of the Operating Reserves.



Board of Directors
October 19, 2017
AGENDA ITEM INFORMATION

Agenda Item	Review of August Financial Report
Time Allotted	10 minutes
Background	The Board reviews the monthly financial status of Yu Ming
Summary	The August Financial report is attached
Type	Discussion
Key Questions	Does the Board have any questions regarding the August Financial Report?

YU MING CHARTER SCHOOL - Financial Dashboard (August 2017)

Key Performance Indicators

ADA vs. Budget



Cash on Hand



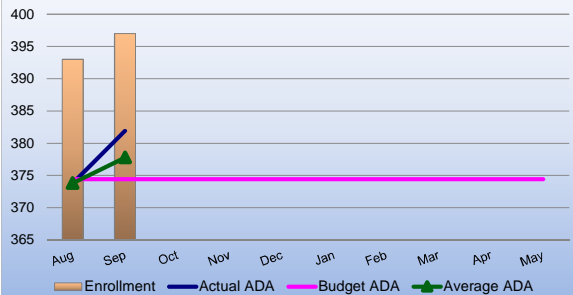
Net Income / (Loss)



Year End Cash



ADA & Enrollment



KEY POINTS

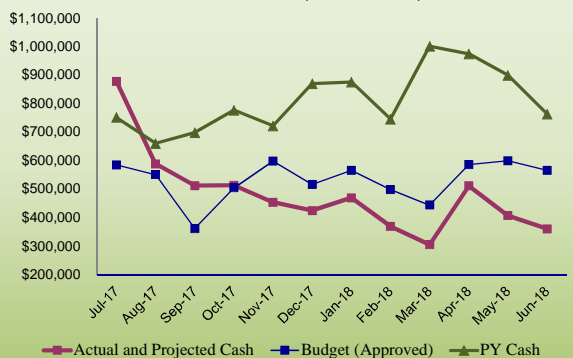
STRS Rates

Date of Increase	Base Employer Contribution Rate	AB 1469 Increases	
		Increase	Total
July 1, 2014	8.25%	.63%	8.88%
July 1, 2015	8.25%	2.48%	10.73%
July 1, 2016	8.25%	4.33%	12.58%
July 1, 2017	8.25%	6.18%	14.43%
July 1, 2018	8.25%	8.03%	16.28%
July 1, 2019	8.25%	9.88%	18.13%
July 1, 2020	8.25%	10.85%	19.10%

ADA Analysis						LCFF S&C Grant Factors			Revenue & Expenses per ADA		
Category	Actual through Month 2	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Year P2	Category	Budget	Forecast	Category	Budget	Forecast
Enrollment	397	394	390	4	342	Unduplicated Pupil Count	83	84	Revenue	11,991	12,236
ADA %	96.0%	96.0%	96.0%	0.0%	95.8%	3-Year Average %	20.9%	20.9%	Rev. w/o Fundraising	10,615	10,864
Average ADA	377.74	378.09	374.40	3.69	342.06	District UPP	77.6%	77.6%	Expense	11,826	12,422

INCOME STATEMENT	FY 17-18 YTD			FY 17-18 Forecast				FY 16-17 Actual	
	Actual YTD	Budget YTD	Variance B/(W)	Total Forecast	% of Total	Total Budget	% of Total	Variance B/(W)	16-17 % of Total
LCFF	111,911	111,176	735	2,947,378	64%	2,919,583	65%	27,795	2,633,511 62%
Federal Revenue	0	0	0	44,625	1%	44,375	1%	250	39,116 1%
State Revenue	16,733	8,671	8,062	629,424	14%	615,939	14%	13,485	503,831 12%
Other Local Revenue	145,985	0	145,985	486,019	11%	394,437	9%	91,582	391,892 9%
Grants/Fundraising	32,527	0	32,527	519,000	11%	515,000	11%	4,000	660,295 16%
TOTAL REVENUE	307,155	119,847	187,308	4,626,447		4,489,334		137,113	4,228,644
Certificated Salaries	187,135	208,038	20,903	2,026,682	43%	1,976,631	45%	(50,051)	1,566,242 40%
Classified Salaries	49,513	59,015	9,502	511,412	11%	508,952	11%	(2,460)	574,669 15%
Benefits	57,021	79,837	22,816	538,866	11%	504,365	11%	(34,501)	419,527 11%
Student Supplies	53,493	33,696	(19,797)	280,911	6%	227,218	5%	(53,693)	380,712 10%
Operating Expenses	125,326	92,448	(32,878)	1,338,689	29%	1,210,423	27%	(128,266)	990,806 25%
Other	0	0	0	0	0%	0	0%	0	0 0%
TOTAL EXPENSES	472,489	473,034	545	4,696,559		4,427,589		(268,970)	3,931,955
INCOME / (LOSS)	(165,334)	(353,187)	187,853	(70,112)		61,745		(131,857)	296,690

Cash Balance (in \$1,000's)



Y/E Cash Balance

Projected	Budget	Variance
360,571	566,362	(205,791)

Balance Sheet	6/30/2017	7/31/2017	8/31/2017	6/30/2018 Forecast	Notes
Assets					
Cash	763,823	878,502	588,650	360,571	
Accounts Receivable	405,804	124,139	112,259	485,559	
Due From Others	0	144	893	893	
Other Assets	65,212	280,351	280,351	230,351	
Net Fixed Assets	0	0	0	0	
Total Assets	1,234,838	1,283,136	982,153	1,077,374	
Liabilities					
A/P & Payroll	87,538	151,883	186	186	
Due to Others	0	0	0	0	
Deferred Revenue	0	0	0	0	
Total Debt	0	0	0	0	
Total Liabilities	87,538	151,883	186	186	
Equity					
Beginning Fund Bal.	850,610	1,147,300	1,147,300	1,147,300	
Net Income/(Loss)	296,690	(16,047)	(165,334)	(70,112)	
Total Equity	1,147,300	1,131,253	981,967	1,077,188	
Total Liabilities & Equity	1,234,838	1,283,136	982,153	1,077,374	
Available Line of Credit	\$250K	\$250K	\$250K	\$250K	
Days Cash on Hand			46	28	> 45 days is good
Cash Reserve %	19%		13%	8%	

**Yu Ming Charter School
Financial Analysis
August 2017**

Net Income

Yu Ming Charter School is forecasted to have a net income of \$-70,112 in FY 17-18. A net income variance of \$-131,857 compared to the net income in the board approved budget, \$61,745.

Balance Sheet

As of August 2017, the school's cash balance was \$588,650. Forecasted cash at 6/30/2018 is \$360,571.

As of August 2017, the Accounts Payable balance totaled \$186 and the school does not have any debt.

Income Statement

Revenue

Total revenue for 17-18 is forecasted to be \$4,626,447, which is \$137,113 or 3% over budgeted revenue of \$4,489,334.

- LCFF Revenue is forecasted to be \$27,795 over budget based on increased forecasted P-2 ADA
- Other State Revenues are forecasted to be \$13,485 over budget primarily due to increases in SB740 revenues. Although legislation was passed to increase the SB 740 funding rate to \$1,117/ADA the program has become over-subscribed. Currently we are forecasting based on the original per ADA rate of \$750
- All other local revenue is forecasted to be \$91,582 over budget primarily due to the school expanding the after school program capacity

Expenses

Total expenses for 17-18 are forecasted to be \$4,696,559, which is \$268,970 or 6% over budgeted expenditures of \$4,427,589.

- Personnel expenses are forecasted to be \$87,012 over budget due to increased hires as well as an undercalculation in the budget of STRS expenses
- Non-capitalized equipment is forecasted to be \$30,000 over budget due to the schools growth as well as equipment/furniture expenses planned to be captured against the 16-17 budget that were expensed in 17-18.
- Food service expenses are forecasted to be \$23,000 over budget based on increases from the food vendor
- Rent is forecasted to be \$103,020 over budget based on the increase in rent from the new facility, which includes base rent as well as 50k increase per year from the facility improvement costs (250K) being spread out over the life of the lease (5 years)

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

Average Daily Attendance

Budgeted ADA for 17-18 was 374.40 based on an enrollment of 390 and a 96.0% ADA rate. P2 ADA is forecasted to be 378.09 based on a forecasted enrollment of 394.

- Month 1 ADA: 373.80 (95.7%)
- Month 2 ADA: 381.89 (96.2%)

Cash Reserve Supplemental Information:

ADJUSTED CASH RESERVE		
CASH - 6/30/18	360,571	
RECEIVABLES TO BE COLLECTED IN JULY 2018	365,278	
ADJUSTED CASH RESERVE	725,849	15%
POTENTIAL CASH "DESIGNATIONS"		
CASH - OPERATING (10% OF EXP)	469,656	
FACILITIES - 50% OF REMAINING AVAILABLE	128,097	
REMAINING CASH FOR DESIGNATION	128,097	
TOTAL	725,849	

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

Yu Ming Charter School
Income Statement
From 8/1/2017 to 8/31/2017

		Current Period Actual	YTD Actual	Total Budget - Original
Revenue				
	Principal Apportionments			
8011	LCFF Revenue	111,911	111,911	2,466,247
8012	Education Protection Account	<u>0</u>	<u>0</u>	<u>453,336</u>
	Total Principal Apportionments	111,911	111,911	2,919,583
	Other Federal Income			
8181	Special Ed - IDEA	<u>0</u>	<u>0</u>	<u>44,375</u>
	Total Other Federal Income	0	0	44,375
	Other State Income			
8550	Mandate Block Grant	0	0	4,861
8560	State Lottery Revenue	0	(54)	71,865
8590	MENTAL HEALTH II & III	0	0	25,000
8591	SB740	0	0	273,883
8599	All Other State Revenues	0	86	47,888
8792	Transfer of Apportionments - Sp Ed	8,350	16,700	192,442
	Total Other State Income	8,350	16,733	615,939
	Other Income - Local			
8634	Food Service Sales	0	0	82,400
8690	All Other Local Revenue	48,588	145,985	312,037
8698	Grants	0	0	125,000
8699	Fundraising	32,370	32,527	390,000
	Total Other Income - Local	<u>80,957</u>	<u>178,512</u>	<u>909,437</u>
	Total Revenue	<u>201,218</u>	<u>307,155</u>	<u>4,489,334</u>
Expense				
	Certificated Salaries			
1110	Teachers' Salaries	104,959	104,959	1,580,618
1170	Teacher Salaries - Substitute	0	0	12,618
1175	Teachers' Salaries - Stipend/Extra Duty	13,376	13,376	0
1200	Certificated Pupil Support Salaries	4,340	4,340	0
1300	Certificated Supervisor and Administrator Salaries	<u>32,230</u>	<u>64,460</u>	<u>383,395</u>
	Total Certificated Salaries	154,905	187,135	1,976,631
	Classified Salaries			
2100	Instructional Aide Salaries	7,277	7,277	223,547
2200	Classified Support Salaries	3,040	6,288	48,072
2300	Classified Supervisor and Administrator Salaries	5,579	13,558	151,690
2400	Clerical/Technical/Office Staff Salaries	8,916	13,894	0
2900	Other Classified Salaries	<u>8,496</u>	<u>8,496</u>	<u>85,643</u>
	Total Classified Salaries	33,308	49,513	508,952
	Employee Benefits			
3111	STRS - State Teachers Retirement System	21,981	27,768	226,279
3311	Social Security (OASDI)	2,093	3,126	92,384
3331	Medicare	2,651	3,476	0
3401	Health & Welfare	12,197	15,264	132,268
3501	State Unemployment Insurance	2,438	2,662	21,420
3601	Workers Compensation	0	4,725	32,014
3901	403b	0	0	0
	Total Employee Benefits	41,360	57,021	504,365
	Supplies			
4110	Approved Textbooks & Core Curriculum Materials	12,129	12,129	40,000
4210	Books and Other Reference Materials	0	0	0
4310	Student Materials	6,080	17,760	49,853
4350	Office Supplies	303	372	20,632
4370	Custodial Supplies	0	0	3,183
4390	Other Supplies	2,726	2,726	25,465
4400	Non Capitalized Equipment	20,506	20,506	11,085
4700	Food and Food Supplies	<u>0</u>	<u>0</u>	<u>77,000</u>
	Total Supplies	41,745	53,493	227,218
	Operating Services			
5200	Travel and Conferences	3,583	3,583	9,270
5300	Dues and Memberships	108	108	4,262
5450	General Insurance	0	5,042	24,102
5500	Operation and Housekeeping Services	6,939	11,909	120,794
5610	Building Rent	37,769	51,324	371,357
5620	Equipment Lease	3,942	6,087	26,571
5630	Vendor Repairs	669	669	11,690
5812	Field Trips/Pupil Transportation	7,509	7,509	31,000

Yu Ming Charter School
Income Statement
From 8/1/2017 to 8/31/2017

		<u>Current Period Actual</u>	<u>YTD Actual</u>	<u>Total Budget - Original</u>
5820	Legal / Audit Fees	633	633	45,320
5830	Advertisement / Recruitment	1,080	1,080	10,676
5850	Non Instructional Consultants	1,911	6,060	107,414
5851	Instructional Consultants	550	550	161,806
5853	ExED	8,347	16,693	102,860
5860	Non Instructional Software and Subscriptions	62	4,427	11,845
5890	Other Fees / Bank Charges /Credit Card Fees	3,657	6,180	96,270
5896	Special ED Fair Share (LAUSD)	0	0	8,757
5897	Fundraising Cost	60	60	36,359
5900	Communications	<u>2,369</u>	<u>3,414</u>	<u>30,070</u>
	Total Operating Services	<u>79,188</u>	<u>125,326</u>	<u>1,210,423</u>
	Total Expense	<u>350,505</u>	<u>472,489</u>	<u>4,427,589</u>
	Net Income	(149,287)	(165,334)	61,745

	2017-18 Budget	ACTUAL		Actuals as of 8/31/2017											FORECAST	Budget Variance	
		Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Accrual	Jul-17 - Jun-18	Better / (Worse)	% Better / (Worse)
Enrollment																394	
Unduplicated Count of Low Income, EL, Foster Youth																84	
ADA																378.09	
Income																	
8011-8096 - Local Control Funding Formula Revenue		-	-														
8011 Local Control Funding Formula	2,466,247	-	111,911	182,447	201,043	201,440	201,440	236,066	201,440	226,519	226,519	226,519	226,519	227,237	2,469,099	2,852	0%
8012 Education Protection Account	453,336	-	-	-	104,558	-	-	104,558	-	-	149,489	-	-	119,674	478,279	24,943	6%
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 8011-8096 - Local Control Funding Formula Revenue	2,919,583	-	111,911	182,447	305,601	201,440	201,440	340,624	201,440	226,519	376,008	226,519	226,519	346,911	2,947,378	27,795	1%
8100-8299 - Other Federal Income																	
8181 Federal Special Education (IDEA)	44,375	-	-	-	-	-	-	-	-	22,313	-	-	11,156	11,156	44,625	250	1%
Total 8100-8299 - Other Federal Income	44,375	-	-	-	-	-	-	-	-	22,313	-	-	11,156	11,156	44,625	250	1%
8300-8599 - Other State Income																	
8792 Transfers of Apportionments - Special Ed	192,442	8,350	8,350	15,030	15,030	15,030	15,030	15,030	33,262	16,631	16,631	16,631	16,687	-	191,692	(750)	0%
8550 Mandate Block Grant	4,861	-	-	-	-	-	-	22,200	16,761	-	16,761	-	-	-	55,722	50,861	1046%
8560 State Lottery Revenue	71,865	(54)	-	-	-	-	-	18,339	-	-	18,339	-	-	36,732	73,357	1,492	2%
8590 State Mental Health Revenue	25,000	-	-	-	-	-	-	-	12,500	-	-	-	-	12,500	25,000	-	
8591 SB740	273,883	-	-	-	-	70,892	-	-	-	-	141,784	-	-	70,892	283,568	9,685	4%
8599 All Other State Revenues	47,888	86	-	-	-	-	-	-	-	-	-	-	-	-	86	(47,802)	-100%
Total 8300-8599 - Other State Income	615,939	8,383	8,350	15,030	15,030	85,922	37,230	50,130	45,762	33,392	176,754	16,631	16,687	120,124	629,424	13,485	2%
8600-8799 - Other Income-Local																	
8634 Food Service Sales	82,400	-	-	33,556	5,427	5,427	5,427	5,427	5,427	5,427	5,427	5,427	5,427	-	82,400	-	
8690 All Other Local Revenue	312,037	97,398	48,588	12,471	27,240	27,240	27,240	27,240	27,240	27,240	27,240	27,240	27,240	-	403,619	91,582	29%
8698 Grants	125,000	-	-	-	13,889	13,889	13,889	13,889	13,889	13,889	13,889	13,889	13,889	-	125,000	-	
8699 Fundraising	390,000	157	32,370	137,394	24,898	24,898	24,898	24,898	24,898	24,898	24,898	24,898	24,898	-	394,000	4,000	1%
Total 8600-8799 - Other Income-Local	909,437	97,554	80,957	183,421	71,454	71,454	71,454	71,454	71,454	71,454	71,454	71,454	71,454	-	1,005,019	95,582	11%
TOTAL INCOME	4,489,334	105,937	201,218	380,898	392,085	358,816	310,124	462,208	318,656	353,677	624,216	314,604	325,816	478,192	4,626,447	137,113	3%
Expense																	
1000 - Certificated Salaries																	
1110 Teachers' Salaries	1,580,618	-	104,959	129,371	125,436	125,436	125,436	125,436	125,436	125,436	125,436	125,436	125,436	125,436	1,363,258	217,360	-14%
1170 Teacher Salaries - Substitute	12,618	-	-	1,050	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	11,100	1,518	-12%
1175 Teachers' Salaries - Stipend/Extra Duty	-	-	13,376	20,641	6,843	6,843	6,843	6,843	6,843	6,843	6,843	6,843	6,843	-	95,600	-	
1200 Certificated Pupil Support Salaries	-	-	4,340	22,886	15,677	15,677	15,677	15,677	15,677	15,677	15,677	15,677	15,677	-	168,316	-	
1300 Certificated Supervisor and Administrator Salaries	383,395	32,230	32,230	32,230	32,413	32,413	32,413	32,413	32,413	32,413	32,413	32,413	32,413	-	388,408	(5,013)	1%
Total 1000 - Certificated Salaries	1,976,631	32,230	154,905	206,178	181,485	181,485	181,485	181,485	181,485	181,485	181,485	181,485	181,485	-	2,026,682	(50,051)	3%
2000 - Classified Salaries																	
2100 Instructional Aide Salaries	223,547	-	7,277	10,815	8,393	8,393	8,393	8,393	8,393	8,393	8,393	8,393	8,393	8,393	93,628	129,920	-58%
2200 Classified Support Salaries (Maintenance, Food)	48,072	3,248	3,040	4,601	8,650	8,650	8,650	8,650	8,650	8,650	8,650	8,650	8,650	-	88,743	(40,671)	85%
2300 Classified Supervisor and Administrator Salaries	151,690	7,979	5,579	5,579	5,496	5,496	5,496	5,496	5,496	5,496	5,496	5,496	5,496	-	68,600	83,090	-55%
2400 Clerical/Technical/Office Staff Salaries	-	4,978	8,916	8,887	8,893	8,893	8,893	8,893	8,893	8,893	8,893	8,893	8,893	-	102,815	-	
2900 Other Classified Salaries (Supervision, After School)	85,643	-	8,496	16,260	14,763	14,763	14,763	14,763	14,763	14,763	14,763	14,763	14,763	-	157,626	(71,983)	84%
Total 2000 - Classified Salaries	508,952	16,206	33,308	46,142	46,195	46,195	46,195	46,195	46,195	46,195	46,195	46,195	46,195	-	511,412	(2,460)	0%
3000 - Employee Benefits																	
3111 STRS - State Teachers Retirement System	226,279	5,787	21,981	25,886	26,188	26,188	26,188	26,188	26,188	26,188	26,188	26,188	26,188	26,188	289,350	(63,071)	28%
3311 OASDI - Social Security	92,384	1,033	2,093	3,579	2,864	2,864	2,864	2,864	2,864	2,864	2,864	2,864	2,864	-	32,482	59,902	-65%
3331 MED - Medicare	-	825	2,651	3,573	3,301	3,301	3,301	3,301	3,301	3,301	3,301	3,301	3,301	-	36,761	-	
3401 H&W - Health & Welfare	132,268	3,068	12,197	15,535	10,467	10,467	10,467	10,467	10,467	10,467	10,467	10,467	10,467	-	125,000	7,268	-5%
3501 SUI - State Unemployment Insurance	21,420	224	2,438	2,207	1,963	1,963	1,963	1,963	1,963	1,963	1,963	1,963	1,963	-	22,532	(1,112)	5%
3601 Workers' Compensation	32,014	4,725	-	10,309	1,575	1,575	1,575	1,575	1,575	1,575	1,575	1,575	5,107	-	32,741	(727)	2%
Total 3000 - Employee Benefits	504,365	15,662	41,360	61,089	46,358	46,358	46,358	46,358	46,358	46,358	46,358	46,358	49,891	-	538,866	(34,501)	7%
4000 - Supplies																	
4110 Approved Textbooks and Core Curriculum Materials	40,000	-	12,129	-	3,097	3,097	3,097	3,097	3,097	3,097	3,097	3,097	3,097	-	40,000	-	
4210 Books and Other Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4310 Student Materials	49,853	11,680	6,080	9,940	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	2,494	-	50,150	(297)	1%
4350 Office Supplies	20,632	69	303	8,248	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	-	20,862	(230)	1%
4370 Custodial Supplies	3,183	-	-	1,281	211	211	211	211	211	211	211	211	211	-	3,180	3	0%
4390 Other Supplies	25,465	-	2,726	4,957	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	1,995	-	25,634	(169)	1%
4400 Non Capitalized Equipment	11,085	-	20,506	15,798	531	531	531	531	531	531	531	531	531	-	41,085	(30,000)	271%
4700 Food and Food Supplies	77,000	-	-	-	11,111	11,111	11,111	11,111	11,111	11,111	11,111	11,111	11,111	-	100,000	(23,000)	30%
Total 4000 - Supplies	227,218	11,749	41,745	40,224	20,799	20,799	20,799	20,799	20,799	20,799	20,799	20,799	20,799	-	280,911	(53,693)	24%
5000 - Operating Services																	
5200 Travel and Conferences	9,270	-	3,583	704	554	554	554	554	554	554	554	554	554	-	9,270	-	
5300 Dues and Memberships	4,262	-	108	-	470	470	470	470	470	470	470	470	470	-	4,334	(72)	2%
5450 General Insurance	24,102	5,042	-	1,681	1,681	1,681	1,681	1,681	1,681	1,681	1,681	1,681	1,681	-	24,428	(326)	1%
5500 Operation and Housekeeping Services	120,794	4,969	6,939	11,496	12,472	12,472	12,472	12,472	12,472	12,472	12,472	12,472	12,472	-	135,654	(14,860)	12%
5610 Rent - Facilities / Buildings / Space	371,357	13,555	37,769	42,305	42,305	42,305	42,305	42,305	42,305	42,305	42,305	42,305	42,305	-	474,377	(103,020)	28%
5620 Equipment Lease	26,571	2,145	3,942	-	2,276	2,276	2,276	2,276	2,276	2,276	2,276	2,276	2,276	-	26,571	-	
5630 Vendor Repairs	11,690	-	669	2,036	998	998	998	998	998	998	998	998	998	-	11,690	(0)	

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		Actuals as of 8/31/2017													FORECAST		Budget Variance	
	Budget	ACTUAL Jul-17	ACTUAL Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Accrual	Jul-17 - Jun-18	Better / (Worse)	% Better / (Worse)	
5853 ExED	102,860	8,347	8,347	8,617	8,617	8,617	8,617	8,617	8,617	8,617	8,617	8,617	8,617	-	102,860	-		
5860 Non Instructional Software and Subscriptions	11,845	4,365	62	-	824	824	824	824	824	824	824	824	824	-	11,845	-		
5890 Other Fees / Bank Charges /Credit Card Fees	96,270	2,523	3,657	2,371	9,747	9,747	9,747	9,747	9,747	9,747	9,747	9,747	9,747	-	96,270	(0)	0%	
5897 Fundraising Cost	36,359	-	60	60	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	-	36,359	-		
5900 Communications	30,070	1,045	2,369	1,099	2,838	2,838	2,838	2,838	2,838	2,838	2,838	2,838	2,838	-	30,056	14	0%	
Total 5000 - Operating Services	1,210,423	46,138	79,188	104,433	122,734	122,734	122,734	122,734	123,784	122,909	122,909	124,197	124,197	-	1,338,689	(128,266)	11%	
6000 - Capital Outlay																		
6900 Depreciation Expense		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 6000 - Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL EXPENSE	4,427,589	121,984	350,505	458,065	417,572	417,572	417,572	417,572	418,622	417,747	417,747	419,035	422,567	-	4,696,559	(268,970)	6%	
NET INCOME	61,745	(16,047)	(149,287)	(77,167)	(25,487)	(58,756)	(107,448)	44,637	(99,966)	(64,070)	206,469	(104,431)	(96,751)	478,192	(70,112)	(131,857)	-214%	
Beginning Cash Balance		803,698	878,502	588,650	512,428	513,092	454,336	424,683	469,320	369,353	305,284	511,753	407,322	360,571	803,698			
Cash Flow from Operating Activities																		
Net Income		(16,047)	(149,287)	(77,167)	(25,487)	(58,756)	(107,448)	44,637	(99,966)	(64,070)	206,469	(104,431)	(96,751)	478,192	(70,112)			
Change in Accounts Receivable																		
Prior Year Accounts Receivable		281,664	11,880	946	26,150	-	77,795	-	-	-	-	-	-	-	398,436			
Current Year Accounts Receivable			-											(478,192)	(478,192)			
Change in Due from		(144)	(749)												(893)			
Change in Accounts Payable		14,572	(141,805)											-	(127,234)			
Change in Payroll Liabilities		9,998	(9,891)												7			
Change in Prepaid Expenditures		34,860													34,860			
Change in Deposits		(250,000)											50,000		(200,000)			
Cash Flow from Investing Activities																		
Capital Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash Balance		878,502	588,650	512,428	513,092	454,336	424,683	469,320	369,353	305,284	511,753	407,322	360,571	360,571	360,571			

**Yu Ming Charter School
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From 8/1/2017 to 8/31/2017

Effective Date	Document Number	Name	Transaction Description	Transaction Amount
8/1/2017	1000001	ALAMEDA COUNTY OFFICE OF EDUCATION	04/01/17-06/30/17: OVERSIGHT & MONITORING FEES	22,726.26
8/1/2017	1000002	ALL N ONE PEST ELIMINATORS	06/17: PEST CONTROL	75.00
8/1/2017	1000003	AMPLIFY EDUCATION, INC.	06/17: SCIENCE CURRICULUM	3,290.52
8/1/2017	1000004	A PLUS CHARTER CONSULTING, INC.	06/17: LCAP COMPLETION	1,500.00
8/1/2017	1000005	BETTER CHINESE, LLC.	06/17: DIGITAL EDUCATIONAL EBOOKS	21,730.81
8/1/2017		BETTER CHINESE, LLC.	06/17: DIGITAL BOOKS	210.00
8/1/2017	1000006	BRIGHT PATH THERAPISTS, INC.	05/17: SPED SERVICES	2,160.00
8/1/2017		BRIGHT PATH THERAPISTS, INC.	06/17: SPED SERVICES	800.00
8/1/2017	1000007	CALIFORNIA WASTE SOLUTIONS	07/17-09/17: RECYCLING SERVICES	285.00
8/1/2017		CALIFORNIA WASTE SOLUTIONS	07/17-09/17: RECYCLING SERVICES	570.00
8/1/2017	1000008	CHINA SPROUT, INC.	06/17: BILINGUAL BOOKS	14,087.75
8/1/2017	1000009	CO POWER	08/17: DENTAL INSURANCE PREMIUM	687.88
8/1/2017	1000010	DURHAM SCHOOL SERVICES	06/17: FIELD TRIP TRANSPORTATION	598.55
8/1/2017	1000011	EBMUD PAYMENT CENTER	05/10/17-07/11/17: WATER & WASTE MANAGEMENT (470237)	454.50
8/1/2017		EBMUD PAYMENT CENTER	05/10/17-07/11/17: WATER & WASTE MANAGEMENT (613600)	214.72
8/1/2017	1000012	EDTEC, INC.	06/17: CONSULTING SERVICES	13,780.00
8/1/2017		EDTEC, INC.	06/17: CONSULTING SERVICES	917.50
8/1/2017	1000013	EXED	07/17: MANAGEMENT CONTRACT FEE, CALPADS & SIS SUPPORT	8,346.67
8/1/2017	1000014	FAGEN, FRIEDMAN & FULFROST, LLP	06/17: LEGAL SERVICES	617.50
8/1/2017	1000015	FIRST NOTE FINANCE, INC.	06/17: ENERGY MANAGEMENT SERVICES	1,885.20
8/1/2017	1000016	KAISER FOUNDATION HEALTH PLAN	08/17: HEALTH INSURANCE PREMIUM FROM 05/26/17-06/25/17	10,476.07
8/1/2017	1000017	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP.	05/17-06/17: LEGAL SERVICES	591.50
8/1/2017	1000018	LMI.NET	06/17: COMPUTER MAINTENANCE SERVICES	357.31
8/1/2017		LMI.NET	06/17: COMPUTERS	3,154.20
8/1/2017	1000019	LPG LIVE SCAN	07/17: FINGERPRINTS	55.00
8/1/2017	1000020	MICHAEL'S TRANSPORTATION SERVICE, INC.	05/17: FIELD TRIP TRANSPORTATION	787.75
8/1/2017	1000021	MUSICK, PEELER & GARRETT, LLP	06/17: LEGAL SERVICES	5,747.50
8/1/2017	1000022	OFFICE DEPOT	06/17: COPY PAPER & OTHER OFFICE SUPPLIES	172.59
8/1/2017		OFFICE DEPOT	06/17: ENVELOPES, TAPE & FOLDERS	55.38
8/1/2017		OFFICE DEPOT	07/17: ENVELOPES, TAPE & FILE FOLDERS	68.53
8/1/2017	1000023	OPEN WORKS	07/17: JANITORIAL SERVICES	1,255.00
8/1/2017	1000024	PANORAMA EDUCATION	07/17: PLATFORM LICENSE FEE	500.00
8/1/2017	1000025	POWERSCHOOL GROUP, LLC.	07/28/17-07/27/18: POWERSCHOOL SIS PROGRAM	4,216.33
8/1/2017	1000026	REVOLUTION FOODS, INC.	06/17: SCHOOL LUNCHESES	4,592.24
8/1/2017	1000027	U.S. BANK EQUIPMENT FINANCE	07/01/17-08/01/17: COPIER LEASE	2,325.18
8/1/2017	1000028	WEBMY.ME, INC.	06/01/17-08/31/17: WEBSITE DESIGN SERVICES	4,960.00
8/1/2017	1000029	ZEARN, INC.	07/17: 2017-2018: ZEARN MEMBERSHIP FEE	2,500.00
8/1/2017	1708011	STRIPE DASHBOARD	07/17: CREDIT CARD FEE	58.45
8/2/2017	1470	MINT LEAF VIETNAMESE RESTAURANT	08/17: LUNCH FOR STAFF	327.75
8/2/2017	1708021	STRIPE DASHBOARD	08/17: CREDIT CARD FEE REFUND	(26.82)
8/3/2017	1708031	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	87.80
8/3/2017	1708086	CARDMEMBER SERVICE	06/10/17-07/09/17: CREDIT CARD PURCHASES	23,168.62
8/4/2017	1708041	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	55.70
8/7/2017	1000030	ALAMEDA COUNTY OFFICE OF EDUCATION	07/17: STRS	9,897.91
8/7/2017	1000031	AVANT ASSESSMENT, LLC.	05/17: STAMP TESTING	647.50
8/7/2017	1000032	HENRY C. LEVY, TAX COLLECTOR, ALAMEDA COUNTY	2017-2018: PROPERTY TAXES (00-351987-00-000-17-00-00)	429.17
8/7/2017		HENRY C. LEVY, TAX COLLECTOR, ALAMEDA COUNTY	2017-2018: PROPERTY TAXES (02-351987-00-001-17-00-00)	565.71
8/7/2017	1000033	KAISER FOUNDATION HEALTH PLAN	09/17: HEALTH INSURANCE PREMIUM FROM 06/26/17-07/25/17	12,598.74
8/7/2017	1000034	LMI.NET	07/17: IT SERVICES	1,033.70
8/7/2017	1000035	LPG LIVE SCAN	07/17: FINGERPRINTS	275.00
8/7/2017	1000036	OPEN WORKS	08/17: JANITORIAL SERVICES	1,255.00
8/7/2017	1000037	SHAMROCK OFFICE SOLUTIONS	07/17: SHIPPING FEE FOR TONER	10.87
8/7/2017	1708071	AT&T	07/17: PHONE (960 761 3474 555 8)	1,062.72
8/7/2017	1708072	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	121.40
8/7/2017	1708073	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	123.11
8/7/2017	1708074	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	143.53
8/8/2017	1708081	PACIFIC GAS & ELECTRIC	07/17: GAS AND ELECTRIC (2086434523-4)	1,063.63
8/8/2017	1708082	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	61.16
8/8/2017	1708083	VANTIC INTERGRATED PAYMENT SOLUTIONS	07/17: PROCESSING SERVICE FEE	59.95
8/9/2017	1708091	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	225.91
8/10/2017	1708101	ST. COLUMBA PARISH CHURCH	08/17: RENT	13,109.00
8/10/2017	1708102	SACRED HEART CHURCH	08/17: RENT	17,945.00
8/10/2017	1708103	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	28.45
8/11/2017	1708111	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	49.50
8/14/2017	1708141	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	1.59
8/14/2017	1708142	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	38.10
8/14/2017	1708143	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	43.58
8/15/2017	1708151	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	12.89
8/15/2017	1708152	PAYCHEX	08/17: PAYROLL INVOICE	162.70
8/16/2017	1708161	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	6.12
8/17/2017	1471	SARA PARK	08/17: ADMINISTRATIVE SUPPORT CONSULTANT	666.00
8/17/2017	1708171	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	21.14
8/18/2017	1708181	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	10.80

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Effective Date	Document Number	Name	Transaction Description	Transaction Amount
8/21/2017	1472	CTC (CALIFORNIA COMMISSION ON TEACHER CREDENTIALING)	08/17: TEACHING CREDENTIALS	100.00
8/21/2017	1708211	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	0.53
8/21/2017	1708212	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	51.10
8/21/2017		STRIPE DASHBOARD	08/17: CREDIT CARD FEE	10.07
8/21/2017	1708213	STRIPE DASHBOARD	08/17: CREDIT CARD FEE REFUND	(3.75)
8/22/2017	1708221	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	2.96
8/23/2017	1708231	STRIPE DASHBOARD	08/17: CREDIT CARD FEE REFUND	(0.83)
8/24/2017	1708241	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	5.13
8/24/2017		STRIPE DASHBOARD	08/17: CREDIT CARD FEE	56.57
8/25/2017	1708251	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	1.35
8/25/2017		STRIPE DASHBOARD	08/17: CREDIT CARD FEE	202.03
8/28/2017	1473	LYNDA DJIOUA	08/17: ADMINISTRATIVE SUPPORT CONSULTANT	255.00
8/28/2017	1708281	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	7.97
8/28/2017		STRIPE DASHBOARD	08/17: CREDIT CARD FEE	43.57
8/28/2017	1708282	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	6.87
8/28/2017		STRIPE DASHBOARD	08/17: CREDIT CARD FEE	62.53
8/28/2017	1708283	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	6.24
8/28/2017		STRIPE DASHBOARD	08/17: CREDIT CARD FEE	145.18
8/29/2017	1000038	BAY ALARM COMPANY	07/27/17-09/01/17: BURGLAR MONITORING FEE	498.65
8/29/2017	1000039	BAY JANITORIAL SUPPLY, INC.	08/17: BRITA FILTERS	65.54
8/29/2017	1000040	EBMUD PAYMENT CENTER	05/10/17-06/30/17: WATER & WASTE MANAGEMENT	492.71
8/29/2017	1000041	EXED	08/17: MANAGEMENT CONTRACT FEE, CALPADS & SIS SUPPORT	8,346.67
8/29/2017	1000042	J T LAWRENCE & CO.	02/17: ELEVATOR INSPECTION	175.00
8/29/2017		J T LAWRENCE & CO.	07/17: ELEVATOR INSPECTION	175.00
8/29/2017	1000043	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP.	07/17: LEGAL SERVICES	632.70
8/29/2017	1000044	OFFICE DEPOT	07/17: COPY PAPER & OTHER OFFICE SUPPLIES	237.83
8/29/2017	1000045	JAMES SAMPSON	08/17: PE TEACHER MENTORING	550.00
8/29/2017	1000046	SHAMROCK OFFICE SOLUTIONS	07/17: TONER	10.87
8/29/2017	1000047	U.S. BANK EQUIPMENT FINANCE	07/01/17-08/01/17: COPIER LEASE	4,302.54
8/29/2017	1708291	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	30.65
8/30/2017	1000048	ALAMEDA COUNTY OFFICE OF EDUCATION	08/17: STRS	36,723.18
8/30/2017	1708301	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	6.39
8/30/2017		STRIPE DASHBOARD	08/17: CREDIT CARD FEE	115.46
8/31/2017	1000049	OAKLAND UNIFIED SCHOOL DISTRICT	07/17-08/17: RENT	6,715.00
8/31/2017	1708311	STRIPE DASHBOARD	08/17: CREDIT CARD FEE	6.91
8/31/2017		STRIPE DASHBOARD	08/17: CREDIT CARD FEE	107.01
8/31/2017	1708312	PAYCHEX	08/17: PAYROLL INVOICE	241.00
Total 9120 - Cash in Bank - Operating				282,479.45
Report Total				282,479.45



Board of Directors
June 22, 2017
AGENDA ITEM INFORMATION

Agenda Item	Enrollment and Diversity Committee
Time Allotted	15 minutes
Background	Based on Yu Ming's MOU with Alameda County Office of Education we submit an enrollment report each April and October. The Enrollment and Diversity Committee submitted our latest report on October 3 rd , 2017. This report focused on the final enrollment numbers for the 2017-2018 school year and priorities for next year's admission cycle.
Summary	<ul style="list-style-type: none">• We enrolled 78 Kindergarten this Fall• 24 Kindergarten students are FRL eligible. 24 students is 171% YoY change• 15 Kindergarten students identified as Black/African American. 15 students is a 200% YoY change• 3 Kindergarten students identified as Latino/Hispanic. 3 students is a -25% YoY change
Type	Discussion
Key Questions	<p>What changes do we need to make in our outreach and recruiting efforts to increase the numbers of Latino/Hispanic applications?</p> <p>Who would be good Parent volunteers for the 2018-2019 admissions cycle? (Lily and Mimi will not have much capacity to devote to this committee?)</p>



Yu Ming Charter School Diversity Programs
Semi-annual report to the Alameda County Office of Education
October 3rd, 2017

Executive Summary:

“The Charter School is committed to a vision of serving students that reflect the diversity of the East Bay and actively works to enroll students that represent all racial, ethnic and socio-economic backgrounds in Alameda County.” – Yu Ming Charter

Within the last year, Yu Ming, with the approval of the ACOE Board of Trustees, has made the following changes to increase diversity within the Yu Ming community:

- 1.) Amended our Charter to change from a two-way dual immersion program to a one way dual immersion program. This change was based on many months of research and input from key stakeholder groups, and will allow us to increase the availability of kindergarten slots for all Alameda County children while maintaining an excellent Mandarin Immersion curriculum.
- 2.) Added a categorical preference for Free or Reduced Lunch (FRL) eligible children, such that a minimum of 20% of the total kindergarten slots is reserved for FRL eligible children.
- 3.) Reduced the weighted preference for Local Enrollment Area (LEAA) applicants given the rapidly changing demographics in the Yu Ming enrollment area, which no longer significantly favor underrepresented student groups.

We are pleased to report that the lottery and enrollment changes mentioned above have helped Yu Ming increase the number of applicants and enrollees. More importantly these changes have enabled Yu Ming to significantly improve the diversity within its Kindergarten enrollment. In our semi-annual report submitted on April 11, 2017 we highlighted the application and expected enrollment data for the 2017-2018 school year. In the following pages we have summarized actual enrollment data for the 2017-2018 school year. We also detail in the Appendices the summary of recruitment activities by Yu Ming staff, families, and volunteers.



2017-18 School Year Enrollment Data - Overview

Due to limited capacity, Yu Ming runs a lottery to determine placement for applicants that do not receive a categorical enrollment preference. During this past enrollment season Yu Ming used Enroll Oakland Charters to provide a new online registration and application process. Partnering with Enroll Oakland Charters helped Yu Ming increase its total number of applications by 46%. For the 2017-2018 kindergarten cohort, Yu Ming received 339 applications for 52 enrollment slots. Based on these figures Yu Ming would only be able to offer kindergarten slots to 1 in 7 applicants.

In our semi-annual report submitted April 11, 2017 we listed increasing access to Yu Ming as a top action item because we believe firmly that a public option for Mandarin Immersion should be available and accessible to all families that want it. Over the last six months the Yu Ming staff, leadership team, and board have explored ways to serve more students. Our first steps towards increasing access to Yu Ming is creating an additional kindergarten class for the 2017-2018 school year. Instead of enrolling 52 kindergarten students Yu Ming has enrolled 78 to accommodate the increase demand and create a more diverse school community. Below is Yu Ming's updated enrollment data

Table 1 and Table 2 below reports the number and percentage of enrolled students who are FRL eligible from the 2016-2017 school year and the 2017-2018 school year. Yu Ming saw a 171% increase in enrolled kindergarten students who are FRL eligible, from 7 to 19. This increase was directly associated with the new categorical preference of 20% that Yu Ming instituted in the fall of 2016 and the addition of third kindergarten class.

2016-17 K-Grade Cohort	# Enrolled Students	% of Enrolled
FRL eligible	7	13%

Table 1. Total Enrolled Kindergarten Pool for 2016-2017 who are FRL eligible.

2017-18 K-Grade Cohort	# Enrolled Students	% of Enrolled	% Change from Prior Year
FRL eligible	19	24%	171%

Table 2. Total Enrolled Kindergarten Pool for 2017-2018 who are FRL eligible.



Table 3 and Table 4 below reports the number and percentage of enrolled students who identify as Black/African American from the 2016-2017 school year and the 2017-2018 school year. Yu Ming saw a 200% increase in enrolled Black/African American students, from 5 to 15.

2016-17 K-Grade Cohort	# Enrolled Students	% of Enrolled
Black/African American students	5	9%

Table 3. Total Enrolled Kindergarten Pool for 2016-2017 who identify as Black/African American.

2017-18 K-Grade Cohort	# Enrolled Students	% of Enrolled	% Change from Prior Year
Black/African American students	15	19%	200%

Table 4. Total Enrolled Kindergarten Pool for 2017-2018 who identify as Black/African American.

Table 3 and Table 4 below reports the number and percentage of enrolled students who identify as Latino/Hispanic from the 2016-2017 school year and the 2017-2018 school year. Yu Ming saw a -25% decrease in enrolled Latino/Hispanic students, from 4 to 3. By adding an additional kindergarten class we increased the number of Latino/Hispanic enrolled students from 1 to 3. We are still far from our goal and it will be our top priority entering the recruiting and application process for the 2018-2019 school year.

2016-17 K-Grade Cohort	# Enrolled Students	% of Enrolled
Latino/Hispanic students	4	8%

Table 5. Total Enrolled Kindergarten Pool for 2016-2017 who identify as Latino/Hispanic.

2017-18 K-Grade Cohort	# Enrolled Students	% of Enrolled	% Change from Prior Year
Latino/Hispanic students	3	4%	-25%

Table 6. Total Enrolled Kindergarten Pool for 2017-2018 who identify as Latino/Hispanic.



2017-18 K-Grade Cohort	Latino/ Hispanic	American Indian Alaska Native	Black/ African American	White	Asian	Chinese	Japanese	Korean	Asian Indian	Other Asian
Enrolled	3	4	15	25	58	49	4	2	3	6

Table 7. Total Enrolled Kindergarten Pool for 2017-2018 by racial/ethnic background. Values can add up to greater than 78 because children can identify with multiple categories.

Action Areas

Yu Ming is committed to achieving a vision of a vibrant school community that serves a population of children that compares to the broad population of Alameda County. As can be seen from the tables above, Yu Ming has made significant progress in recruiting and enrolling more FRL eligible students, while also increasing the number of enrolled African American children into our kindergarten class. However, we are committed to redoubling our efforts to improve diversity and inclusion by focusing on the following over the next 6 months:

1. Latino/Hispanic Recruitment: One important area of improvement that we will invest additional resources into is in recruiting more Latino / Hispanic students. It is unclear why the number of enrolled Latino/Hispanic kindergarten students dropped this year. As with previous years, our outreach flyers and activities were conducted in Spanish as well as English/Chinese. We will reach out to key community stakeholder groups to try to understand if there's been a decreasing interest in Yu Ming from the Latino/Hispanic community, and if so, what the challenges have been. We also explore other avenues for recruitment outreach to the Latino/Hispanic community.
2. Equity and Inclusion: With increasing socioeconomic diversity at Yu Ming and to enhance the experience of an already diversity Yu Ming community, the Head of School, Ms. Sue Park, initiated an Equity Design Working Group made of Yu Ming families, board members, and staff. This group has met nearly a dozen times over the past few months to design strategies for equity and inclusion for the entire Yu Ming family. They developed an Equity Vision Statement and Plan and annual benchmarks that they will support the school community to implement in the coming year.
3. Family Resource Liaison: Yu Ming has also hired a Family Resource Liaison who has a key focus on supporting the recruitment, enrollment, and academic success of students from underrepresented demographic groups. The Family Resource Liaison also focuses on supporting the needs of families of enrolled students from underrepresented groups,



particularly families of students who are Latino/Hispanic, Black/African American, or are eligible for FRL.

In order to maintain progress in areas of success and to study and design improvements to Yu Ming's enrollment diversity programs, the Board of Directors of Yu Ming, with the support of key stakeholders, has taken further steps to ensure high level focus and attention to Yu Ming's diversity initiatives. The first concrete step was the creation in Spring 2016 of the Enrollment and Diversity Committee. Comprised of Yu Ming board members, parents, and Head of School, the committee's charge is to analyze recruitment and enrollment data, consult relevant research and with outside experts on diversity issues, gather stakeholder input and present policy proposals to the Board toward the goal of increasing the diversity of student enrollment at Yu Ming Charter School..

The current members of the Enrollment and Diversity Committee are:

- Ron Lewis (Board member, committee chair)
- Eric Peterson (Board Chair, Yu Ming parent)
- Sue Park (Head of School)
- Dave Cherry (Yu Ming parent)
- Mimi Ho (Yu Ming parent)
- Lily Wang (Yu Ming parent)

Appendices:

- A. Summary of Recruitment Activities for Yu Ming Charter School, 2017-2018
- B. Plan of Recruitment Activities for Yu Ming Charter School, Entering Year 2018-2019
- C. Photos of Yu Ming Signage consistent with recent ACOE guidelines
- D. Yu Ming Recruitment flyers and FAQs in Chinese, English and Spanish



Appendix A. Summary of Recruitment Activities for Yu Ming Charter School, 2017-2018

Overview:

In 2017-2018, Yu Ming's recruitment efforts were planned and driven by a partnership of parent volunteers and school administration. In particular, the following structure and efforts were put in place in order to carry out the recruitment strategy and activities:

- Yu Ming's Family Support Organization (FSO) Outreach Committee, run by parent volunteers and led by Ms. Mimi Ho and Ms. Lily Wang, provided the internal structure for centralizing and strategizing recruitment activities, organizing parent volunteers, and providing updates
- Overall enrollment plan was coordinated by parent volunteers in partnership with Head of School Sue Park, Operations Coordinator Andrea Siu, and Family Resource Liaison Yu-Shuan Tarango-Sho.
- Newly created Outreach and Enrollment staff roles helped to strengthen and institutionalize Outreach and Enrollment capacity within Yu Ming. Operations Coordinator, Andrea Siu supported the coordination of outreach events at subsidized preschools and coordinated the new lottery systems, including a separate lottery for families that qualify for Free and Reduced Lunch. Family Resource Liaison, Yu-Shuan Tarango-Sho, supported outreach at family-based day care centers.

Planned Strategy:

- 1) Develop long-term, authentic relationships with head start centers and subsidized child care centers serving predominantly African American, Latino, other immigrant families and families of lower income, with an emphasis on centers near Yu Ming;
- 2) Prioritize setting up outreach activities at head start and subsidized childcare centers to give parents information about Yu Ming and to help them fill out applications. Activities include passing out flyers and applications and having one-on-one conversations during drop-offs at targeted subsidized child care/Head Start, and presentations at monthly parent meetings at centers;
- 3) Increase our visibility and outreach to low income housing communities and in-home child care services;
- 4) Increase Yu Ming's local visibility, including putting up a banner and flyering in residences in Sankofa district;
- 5) Expand school tours to weekends to accommodate working parents' schedules;
- 6) Develop strategy and plan to effectively retain prospective families;
- 7) Engage and recruit Yu Ming's African American and Latino parents to participate in head start outreach, school tours, and welcoming and communicating with incoming families.

Summary of Activities:

Building Institutional Relationship & Conduct Outreach at Head Start & subsidized preschools

- Outreached to staff of 30 head start and subsidized child care centers via email, calls and personal visits.



- YM parent volunteers conducted presentations at monthly parents meetings and/or passed out information and had one-on-one conversations with parents during drop-offs/pick-ups at 17 targeted subsidized childcare/Head Start centers near YM or serving targeted populations.

Other Outreach Activities:

- We passed out applications and fliers at 17 family-based child care centers in West Oakland and schools near Yu Ming in the Golden Gate district with high numbers of low income students.
- YM held 5 school tours, including one weekend tour to ensure accessibility.
- Tabled at the Enroll Oak Outreach Event at the East Oakland Youth Development Center -- 8200 International Blvd.
- Conducted initial outreach to affordable housing developers but concluded that this strategy would not be viable this year.

Post Lottery Activities:

- Yu Ming's Family Resource Liaison, a newly created position, placed calls to families in the Free and Reduced Lunch lottery pool who received enrollment offers. Head Starts & Subsidized Preschools where Yu Ming Outreach Team conducted face-to-face

Head Starts & Subsidized Preschools where Yu Ming Outreach Team conducted face-to-face outreach to recruit families:

De Colores Head Start
Eastmont Head Start
Frank G. Mar Head Start
Fannie Wall Headstart
Laney College Children's Center
Manzanita Head Start
Ralph Hawley Head Start
Salvation Army Booth Memorial
San Antonio Head Start
South Berkeley YMCA Head Start
St. Mary's Preschool
Sungate Head Start
Supporting Future Growth
Tassafaronga Head Start
Wee Lil People
West Berkeley YMCA
Headstart YMCA of the East Bay

15 African American, Latino and Asian Yu Ming Parent Volunteers engaged in 1-1 outreach and conducted presentations at preschools: Dayana Molina, Cecilia Maravilla, Brianna Ross, Randolph Belle, Andie Acuna Butler, Pam Connie, Dawn Williams, Lucia Hwang, Gloria Ng, Lily Wang, Mimi Ho, Kin Li, Jhequela Perry, Grace Sukeforth, and Daaiyah Shabbaz.

Appendix B. Plan of Recruitment Activities for Yu Ming Charter School, Entering Year 2018-2019																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						</
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Appendix B. Plan of Recruitment Activities for Yu Ming Charter School, Entering Year 2018-2019																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
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Appendix C. Photos of Yu Ming Signage consistent with recent ACOE guidelines







Appendix D. Yu Ming Recruitment flyers and FAQs in Chinese, English and Spanish

“送给您的孩子一生的礼物。”

育明公立中英双语学校幼稚园至七年级 现在接受入学申请



为什么要选择育明？

育明是一所免费的公立学校，提供全面的高质量的基础课教育，不仅重视核心课程而且提供艺术，音乐和体育教育。

育明的标准化英文和数学的考试成绩在加州名列前茅。

育明是一所双向中英沉浸式教育的学校。给您的孩子一个学习中文（普通话）的机会。

为什么选择沉浸式教学？

掌握一门外语能够打开许多方便之门-从个人发展，新的经历，到事业发展的机会。

研究表明，学习多种语言有助于儿童批评思维和解决问题的能力的发展。这些能力学习对数学，科学和艺术等课程都有所帮助。

儿童大脑最适合学习语言，沉浸式教学最适合儿童掌握和精通多种语言。

接受沉浸式教育的学生在用英语进行的语言和数学标准化考试中的成绩更好。

我如何帮我的孩子申请？

有两种方法可供选择：

- 1) 上网申请：
www.enrolloak.org
- 2) 将填好的入学申请提交或邮寄至：

Yu Ming Charter School
1086 Alcatraz Ave
Oakland, CA 94608

申请截止日期是 2017 年 2 月 17 日。

招生说明会

12 月 7 日(星期三)早上 8:30-10
1 月 11 日(星期三)早上 8:30-10
1 月 31 日(星期二)傍晚 6-7:30
2 月 3 日(星期五)早上 8:30-10
2 月 11 日(星期六)早上 10-12

"Give your child the gift of a lifetime."

Yu Ming Charter School, K – 7th Grades Now Accepting Applications



WHY YU MING?

Yu Ming is a public, tuition-free, K-8 school that offers an excellent education in all the core subjects as well as in art, music, and PE.

Our English and Math standardized test results place Yu Ming among the top schools in California.

Yu Ming is a dual-language immersion program that offers your child the unique opportunity to learn and master an "in-demand" language—Mandarin Chinese.

WHY IMMERSION?

Knowing a foreign language is a gift that opens many doors—for personal growth, new experiences, and career opportunities.

Learning foreign languages helps children develop problem-solving skills, studies have shown.

Children's brains are primed for languages, and immersion is the best way for kids to master a second language.

Children in immersion programs score high on verbal and math standardized tests conducted in English.

HOW TO APPLY?

There are two methods to choose from:

- 1) Apply on-line at www.enrolloak.org
- 2) Fill out a paper application and mail or bring to:

Yu Ming Charter School
1086 Alcatraz Ave
Oakland, CA 94608

Applications due Feb 17, 2017

SCHOOL TOURS

Dec 7 (Wed), 8:30-10 am
Jan 11 (Wed), 8:30-10 am
Jan 31 (Tue), 6-7:30 pm
Feb 3 (Fri), 8:30-10 am
Feb 11 (Sat), 10 am-noon

For more info: Call (510) 452-2063, email info@yumingschool.org, or visit www.yumingschool.org

"Darle a su hijo el regalo de la vida."

Yu Ming Charter School, Grados K – 7 Aceptando Aplicaciones



¿POR QUE YU MING?

Yu Ming es una escuela publica de matricula gratuita que ofrece una educación excelente y gratis en un ambiente de apoyo emocional. La escuela ofrece todas las materias centrales e incluye clases de arte, música y educación física.

Los exámenes estandarizados de California en 2014 pusieron a Yu Ming entre las mejores escuelas en el estado.

Yu Ming es un programa de inmersión dual que ofrece a su hijo la oportunidad unica de desarrollar Inglés y un idioma "en demanda"(mandarín).

¿POR QUE INMERSIÓN?

El dominio de un idioma extranjero es una llave que abre muchas puertas. Produce confianza, crecimiento personal y experiencias y oportunidades profesionales.

El aprendizaje de idiomas del extranjero ayuda con otras habilidades intelectuales como la solución de problemas complejos.

Los cerebros de niños de edad escolar son idealmente preparados para estudio de idiomas e inmersión es la mejor forma para ganar dominio sobre múltiple idiomas.

Estudiantes de programas de inmersión demuestran alta capacidad en pruebas verbales y de matemáticas estandarizadas realizadas en Inglés.

¿CÓMO APLICAR?

Hay dos métodos para aplicar:

- 1) Aplica en el Internet at www.enrolloak.org
- 2) Presente su solicitud a:

Yu Ming Charter School
1086 Alcatraz Ave
Oakland, CA 94608

La fecha límite es el 17 de Febrero, 2017

VISITAS INFORMATIVAS

Dec 7 (Miercoles), 8:30-10 am
Jan 11 (Miercoles), 8:30-10 am
Jan 31 (Martes), 6-7:30 pm
Feb 3 (Viernes), 8:30-10 am
Feb 11 (Sábado), 10 am—12

育明为什么与众不同？

育明是一所进行中文沉浸式教育的宪章学校。育明在提供全面的高质量的基础课教育的同时，还让您的孩子一个学习中文普通话的机会。育明学生从幼稚园开始在同一课堂里学习中文和英文。

什么是宪章学校 (charter school 或特许学校)？

宪章学校是由加州州政府提供教育经费的公立学校，所以学费是免费的。因为育明是一个独立经营的宪章学校，所以我们的招生程序与每个市的学区学校没有任何联系。递交给育明的入学申请和递交给其他学区学校或宪章学校的申请是相互独立，互不干扰。

我的孩子不会讲普通话。我还能申请吗？

当然可以！育明幼稚园新生开课不需要有普通话的语言能力。

什么是沉浸式语言教育？

沉浸式语言教育是一个经过长时间研究的教育方式。在这种教育方式下，语言学习课程是仔细安排的，教师使用不同的工具 (身体和面部表情、歌曲、故事和活动)，帮助学生理解语言和增加词汇量。

沉浸式教育对我的孩子有什么好处？

掌握多种语言为开阔视野，促进个人成长，创造更多的机会打开了很多方便之门。中国是世界第二大经济实体。中文是世界最常用的语言，有近十几亿人在使用中文。掌握普通话会使您的孩子在以后的生活和工作中更有竞争力。另外，研究还表明：

- 有双语能力的人能更好的控制注意力，有更好的批判思维和解决问题的能力。这些能力学习对数学，科学和艺术等课程都有所帮助。
- 有双语能力的人对母语有更深刻的理解。
- 沉浸式教育对所有的学生都帮助，包括那些特殊需要的学生，家庭困难的学生，以及母语非英语的学生都会受益。
- 由于历史原因，没有机会接受良好教育的学生在接受沉浸式教育后在学业上会更成功。

沉浸式语言教育会不会负面影响我的孩子的英语能力？

研究一再表明，沉浸式实际上随着时间会增强英语语言的发展。应当指出的是，虽然在沉浸式语言学校的学生英语水平的发展可能会暂时的滞后，但这差异通常会在一年或两年后消失。

育明的学生和其他学校学生相比，学习成绩如何？

育明在 2015 年加州的标准化考试中名列前茅。76% 的育明学生的英语达到或超过标准。88% 的育明学生的数学达到或超过标准。相比之下，近 47% 的 Alameda 县的学生的英语达到或超过标准。而 48% 的学生的数学到达或超过标准。2012-2013 学年，育明的 API 分数是 944，远远超过加州公立学校的 800 分的目标。

如果我们在家里不讲普通话，我怎么帮我的孩子？

只要家长积极的参与孩子的教育，孩子就会茁壮成长。为您的孩子找时间练习、找一些录像和书籍作辅导材料、多和孩子念书、和孩子的老师多交流，这些都会有助于您的孩子的教育。我们每星期校后都有为需要帮助的孩童提供中文家庭作业辅导。另外，老师在有必要的时候会给学生带回家一些辅导材料。

育明如何看待学生的社交能力和性格的发展？

育明非常重视学生社交能力和性格的发展。所有的老师都经过 Responsive Classroom – 社交能力和性格培养的职业培训课程 – 和 Responsive Classroom 的教学大纲 CARES (合作，果断，责任，同情和自我控制) 的培训。我们每周都有社交能力和性格发展的课。育明还有专职的心理学家组织和安排各种有关社交能力和性格发展的活动，包括单独的辅导，上建立社区和宽以待人的课，组织友谊俱乐部等活动。

育明有美术和音乐课吗？育明还有那些辅助课程？

我们每周都用中文教的美术、音乐和体育课。本校在校内提供 K-2 年级课后班，金门中心 (Golden Gate Rec Center) 则为 3-6 年级的学生提供课后班。每学年，我们还组织学生去加州科学院，劳伦斯科学馆和加州探索馆等处，参观和学习。

育明听起来很棒！我该如何为我的孩子申请？

有两种方法申请，您只需要选择其中一种方法：

- 在网上申请 (www.enrolloak.org)
- 填写书面申请表，并邮寄或提交至 1086 Alcatraz Ave., Oakland, CA 94608

申请截止日期为 2017 年 2 月 17 日。请联系您的孩子现在的学前班的主管，询问育明信息介绍会的时间。

我还有很多有关育明的问题。我可以找人询问更多有关学校的信息吗？

如果您需要更多的信息，请打电话联系育明 (510) 452-2063, 或育明家长王莉如 (510) 421-6230。我们欢迎有兴趣的家长来我们的学校参观和老师家长见面。今年育明学校参观及招生说明会的日期是：12/7 (早上 8:30-10), 1/11 (早上 8:30-10), 1/31 (傍晚 6-7:30), 2/3 (早上 8:30 -10), 2/11 (早上 10-12). 地点是 1086 Alcatraz Ave. (在 San Pablo Ave. 和 Herzog St. 之间)。



Yu Ming Charter School Frequently Asked Questions

What makes Yu Ming different?

Yu Ming is a Chinese language immersion program that offers your child the unique opportunity to develop an 'in demand' language—Mandarin Chinese—while providing an excellent comprehensive education in the core subjects. All students at Yu Ming starting in Kindergarten learn in both Mandarin and English in the same classroom.

What is a charter school?

A charter school is a publicly funded, and is free of tuition and open to all California residents. Because we are an independently operated school, our enrollment process is independent from that of city school districts. Your application with Yu Ming will not jeopardize or interfere with your application with other school districts or other charter schools, and vice versa.

My child doesn't speak Mandarin. Can I still enroll him/her?

Absolutely! Students may enter Kindergarten at Yu Ming with no previous Mandarin exposure or any level of Mandarin proficiency.

What is language immersion?

Foreign language immersion is a well-researched educational program in which the school curriculum is taught through a foreign language. It is the best way to learn a foreign language. Language learning is carefully structured, and the teachers use different tools (body and facial expressions, songs, stories, and activities) to help students understand the language and build vocabulary.

Why should I consider it for my child?

Knowing a foreign language is a gift that opens many doors, for new experiences, for personal growth, and for future opportunities. Learning Mandarin Chinese – the language of the second largest economy and spoken by more than 1 billion people, making it the most widely spoken language in the world – gives your child a big competitive advantage. In addition, studies show that:

- People who are bilingual demonstrate increased attention control, better critical thinking and problem-solving skills that are useful in other subject areas, including math, science and creative arts.
- Bilingual people have a deeper understanding of their own native language.
- Immersion education has been proven through research to be effective for all learners, including students with special education needs, socio-economic challenges, and non-native English speakers of any language.
- Historically underserved students achieve greater academic success when they participate in immersion education.

Will being in an immersion program negatively impact my child's English capabilities?

Research has consistently shown that the immersion experience actually enhances English language development over time. It should be noted that, although students' English development may lag temporarily while the instruction is exclusively in the immersion language, this discrepancy usually disappears after a year or two.



Yu Ming Charter School Frequently Asked Questions

How do Yu Ming students do compared to other schools?

Yu Ming's 2015 California standardized test results place Yu Ming among the top schools in the state. 76% of Yu Ming students met or exceeded proficiency standards in English, and 88% did the same in math. In comparison, nearly 47% of Alameda County's students met or exceeded proficiency standards in English, and 48% did so in math. Previously Yu Ming's API score in 2012-2013 was 944, significantly surpassing the State average and State goal of 800 for all public schools.

How can I support my child at home?

Children thrive when their parents are actively involved in their education. There are many ways for parents to support children's success in an immersion school, such as helping your child make time to practice, finding supplemental materials such as videos or books in both languages, reading together, and communicating with your child's teacher – all of which are key in general to make sure your child thrive in her or his education. At Yu Ming we also have weekly homework support for students who want or need assistance to complete Chinese homework. In addition, teachers will send home supporting materials when appropriate.

What is Yu Ming's approach to social and emotional development?

Yu Ming places a strong emphasis on social and emotional development. All staff are trained in Responsive Classroom – a social and emotional learning program – and Responsive Classroom's framework of CARES (Cooperation, Assertion, Responsibility, Empathy and Self Control). We use Toolbox as an evidence-based curriculum for social and emotional skills development. Yu Ming also has a School Psychologist who leads social emotional learning efforts including individual counseling, classroom lessons building community and inclusion, and organizing friendship groups.

Does Yu Ming offer art or music classes? After-school care?

We offer art, music and physical education in addition to the core subjects. This year, Golden Gate Recreation Center provides after-school care at the Recreation Center for Grades 3-6 and the school provides after school care for grades K-2, on site and at the rec center until 6 pm. We also supplement our learning with 2-3 annual field trips to places like CAL Academy of Science, Lawrence Hall of Science and the Exploratorium.

Yu Ming sounds great! How do I apply for my child?

There are two ways to apply. You only need to choose one of these application methods.

- Fill out an application online at www.enrolloak.org.
- Fill out a paper application and mail or bring to our school at 1086 Alcatraz Ave, Oakland, CA 94608.

Applications are due February 17, 2017. Please check with the director or family advocate of the center where your child currently attends to find out when Yu Ming will be hosting an outreach activity.

Where can I get more information about Yu Ming?

You can call Yu Ming at (510) 452-2063, or call Lily Wang, a parent at Yu Ming, at (510) 421-6230, or visit our website at www.yumingschool.org to get more information. We encourage all interested parents to attend an info session and meet our staff and parents. This year we will host info sessions at our school at 1086 Alcatraz on the following dates: 12/7 (8:30-10 am), 1/11 (8:30-10 am), 1/31 (6-7:30 pm), 2/3 (8:30-10 am), 2/11 (10am-noon).

¿Qué diferente es Yu Ming?

Yu Ming es un programa de inmersión en chino que ofrece a su hijo la oportunidad de desarrollar inglés y un segundo idioma 'en demanda' (mandarín chino). Al mismo tiempo proporciona una excelente educación integral en todas las materias esenciales. Todos los estudiantes en la clase de jardín de infantes entrando aprenden juntos en el mismo salón.

¿Qué es una escuela charter?

Una escuela charter es una opción pública, por lo que es de matrícula gratuita para todos los residentes de California. Porque Yu Ming es una escuela charter operado independientemente, nuestro proceso de inscripción es independiente de la de distritos escolares de la ciudad. Su aplicación con Yu Ming no pone en peligro o interfiere con su aplicación con otros distritos escolares o escolares charter y viceversa.

¿Mi hijo no habla mandarín. ¿Puedo aun inscribirlo?

¡Absolutamente! Los estudiantes pueden ingresar a Kindergarten en Yu Ming con ninguna exposición anterior del mandarín o cualquier nivel de conocimientos de mandarín.

¿Qué es inmersión lingüística?

Inmersión de un idioma extranjero es un programa educativo bien documentado en los que el plan de estudios se imparte a través de un idioma extranjero. Es la mejor manera de dominar un segundo o múltiple idiomas. El aprendizaje de idiomas está cuidadosamente estructurado, y los maestros utilizan diferentes herramientas (corporales y expresiones faciales, canciones, historias y actividades) para ayudar a los estudiantes a entender el lenguaje y construir vocabulario.

¿Por qué debo considerarlo para mi hijo?

Tener un segundo o multiples idiomas es una llave que abre muchas puertas, de nuevas experiencias para el crecimiento personal y para futuras oportunidades. Aprender chino (mandarín), el idioma de la segunda economía más grande es hablado por más de 1 billón de personas. El Mandarín es el idioma más hablado del mundo y le puede dar a su niño una gran ventaja competitiva. Además, los estudios demuestran que:

- Personas que son bilingües o plurilingües muestran mayor control de atención, mejor pensamiento crítico y capacidades de resolución de problemas que son útiles en otras áreas, como matemáticas, ciencias y artes creativas.
- Personas bilingües o plurilingües tienen una comprensión más profunda de su propia lengua nativa.
- Educación de inmersión ha sido probada a través de investigación que es efectiva para todos los estudiantes, incluyendo estudiantes con necesidades de educación especial, dificultades socio-económicas y hablantes de inglés no nativos de cualquier idioma.
- Históricamente estudiantes marginados logran un mayor éxito académico cuando participan en la educación de inmersión.

¿Habrá de estar en un programa de inmersión en inglés un impacto negativo en la capacidad de mi hijo?

La investigación ha demostrado consistentemente que la experiencia de inmersión en realidad mejora el desarrollo del lenguaje Inglés en el tiempo. Cabe señalar que, aunque el desarrollo de Inglés de los estudiantes puede retrasarse temporalmente mientras la instrucción está exclusivamente en la lengua de inmersión, esta discrepancia por lo general desaparece después de un año o dos.

¿Cómo comparan los estudiantes de Yu Ming con otras escuelas?

Los exámenes estandarizados de California en 2015 pusieron a Yu Ming entre las mejores escuelas en el estado. El 76% de los estudiantes en Yu Ming cumplieron o excedieron las normas de competencia en inglés, y 88% hicieron lo mismo en matemáticas. En comparación, casi el 47% de los estudiantes del Condado de Alameda cumplieron o excedieron las normas de competencia en inglés, y el 48% lo hizo en matemáticas. Anteriormente la calificación del API de Yu Ming en 2012-2013 fue 944, superando considerablemente el promedio del estado y la meta de 800 para todas las escuelas públicas del estado.

¿Cómo puedo apoyar a mi hijo si mi familia no habla a mandarín en casa?

Los niños prosperan cuando sus padres participan activamente en su educación. Hay una gran variedad de oportunidades de voluntariado en la escuela para padres durante las horas escolares, como ayudar a su hijo a hacer tiempo a la práctica, encontrar materiales complementarios tales como libros o videos, leer juntos y comunicarse con la maestra – que son clave en general para asegurarse de que su hijo prospere en su educación. Tenemos apoyo semanal con las tareas, dirigidos por nuestros asistentes de docencia, para estudiantes que quieren o necesitan asistencia para completar la tarea en chino. Además, profesores enviarán a casa cuando sea apropiado materiales de apoyo.

¿Cual es el enfoque de Yu Ming al desarrollo social y emocional?

Yu Ming pone un fuerte énfasis en el desarrollo social y emocional. Todo el personal está entrenado en Responsive Classroom – un programa de aprendizaje social y emocional – y la estructura de Responsive Classroom de cuidados (cooperación, afirmación, responsabilidad, empatía y auto Control). Utilizamos clases semanales segundo paso como un currículo basado en la evidencia para el desarrollo de habilidades sociales y emocionales. Yu Ming también tiene un psicólogo de la escuela que dirige los esfuerzos de aprendizaje social emocional incluyendo consejería individual, lecciones de aula edificio comunitario y la inclusión y organización de grupos de amistad.

¿Yu Ming ofrece clases de arte, música o programa después de escuela?

Contamos con profesores de arteb música y educación física que brindan clases semanalmente a los estudiantes de mandarín. Este año, Golden Gate Recreation Center proporciona cuidado después de la escuela en el centro de recreación para los grados 3-6 y la escuela ofrece después de la escuela para los grados K-2, en el lugar y en el centro de recreación hasta las 6 pm. También complementamos nuestro aprendizaje con giras anuales en lugares como la Academia de Ciencias de la CAL, Lawrence Hall of Science y el Exploratorium.

¡Yu Ming suena mui bien! ¿Cómo aplico para mi hijo?

Hay dos maneras de aplicar. Sólo tiene que elegir uno de estos métodos:

- Llena una solicitud directamente al www.enrolloak.org.
- Llena una solicitud en papel y por correo o traer a 1086 Alcatraz Ave, Oakland, CA 94608.

Las solicitudes deben presentarse 17 de febrero de 2017. Por favor, consulte con el director o la familia defensora del centro donde actualmente asiste su hijo para averiguar cuándo Yu Ming será el anfitrión de una actividad de difusión.

¿Hay alguien con quien pueda hablar acerca de la escuela?

¡Sí! Puede llamar a Yu Ming en el (510) 452-2063, o llame a Dayana Carcamo-Molina en el (310) 948-4221 para obtener más información. Animamos a los padres de todos los interesados a asistir a un recorrido de nuestra escuela y conocer a nuestro personal y los padres: 12/7 (8:30-10 am), 1/11 (8:30-10 am), 1/31 (6-7:30 pm), 2/3 (8:30-10 am), 2/11 (10am – 12).



Board of Directors
October 19, 2017
AGENDA ITEM INFORMATION

Agenda Item	Funds Committee Report
Time Allotted	10 minutes
Background	The Board Funds Committee monitors and supports the school in meeting its annual fundraising goals and capital needs.
Summary	The Fall Giving Campaign raised a total of \$188,786 with a total of 93% of families participating. Despite a higher participation rate over previous years, the per enrolled student donation rate was lower than the 2016-17 Fall Campaign. Donations were lowest in kindergarten with \$379 per enrolled student compared to \$771 per enrolled student for the 7 th grade which had the highest donations per enrolled student.
Type	Information
Key Questions	As the school becomes more socio-economically diverse with fewer families able to donate at relatively high levels, how can the school adapt?
Attachment	Fall Campaign Report



Yu Ming Charter School Fall Giving Campaign 2017-2018 Final Report Prepared by Karen Gieger

Summary

The Yu Ming Fall Giving Campaign was held from Friday, August 18, 2017 through Monday, September 18, 2016. The goal of the campaign was to raise \$175,000, and to achieve 90% participation from families. The final result was:

	2017-18 Result	2016-2017 Result	2015-2016 Result
Participation Rate	93%	90%	37%
Family Participation Count	257 (out of 275)	216 (out of 241)	80 (out of 216)
Fall Giving Campaign Revenue	\$161,095	\$158,243	\$71,912
Field Trip Revenue	\$21,710	\$17,280	<i>Collected separately</i>
Teacher Appreciation Revenue	\$7,580	\$6,720	<i>Collected separately</i>
Credit Card Fee Offset Revenue	\$1,482	\$1,587	<i>Not collected/tracked</i>
TOTAL REVENUE	\$190,385	\$183,830	\$71,912
Expenses	(\$1,599)	(\$1,541)	<i>Not tracked</i>
TOTAL INCOME	\$188,786	\$182,289	<i>Not tracked</i>

Source of Funds

Participation was encouraged through a variety of donation channels, including an option to receive participation credit through 5 hours of volunteer time. Below is a summary of donations by source. Amounts are listed gross of credit card fees.

Fall Giving Campaign Source	\$ Raised
Offline (Cash/Check)	\$87,140

Credit Card - Cognito Form	\$49,254
Credit Card - Network For Good	\$275
Employer Match	\$20,108
Equity Transfer	\$4,319
Volunteer Credit	3

Classroom Participation Details

Below is a breakdown of participation based on classroom. Out of 17 classrooms, 7 classrooms reached 100% participation, and 7 additional classrooms reached 90+% participation. Amounts below are listed gross of credit card fees. Donations were lowest in kindergarten with \$379 per enrolled student compared to \$771 per enrolled student for the 7th grade which had the highest donations per enrolled student.

Grade	Classroom	Participants	Count in Class	Participation Rate	Fall Giving	Teacher App & Field Trip	Total \$
K	Class 1	23	26	88.5%	\$6,609	\$1,670	\$8,279
K	Class 2	24	26	92.3%	\$11,873	\$1,555	\$13,428
K	Class 3	24	26	92.3%	\$6,331	\$1,555	\$7,886
1	Class 1	20	27	74.1%	\$3,950	\$1,308	\$5,258
1	Class 2	25	26	96.2%	\$11,096	\$1,495	\$12,591
2	Class 1	26	26	100%	\$11,158	\$2,330	\$13,488
2	Class 2	26	26	100%	\$13,820	\$2,350	\$16,170
3	Class 1	25	26	96.2%	\$8,553	\$2,240	\$10,793
3	Class 2	27	27	100%	\$12,031	\$2,360	\$14,391
4	Class 1	25	25	100%	\$9,896	\$1,660	\$11,556
4	Class 2	25	25	100%	\$12,103	\$2,215	\$14,318
5	Class 1	21	22	95.5%	\$12,168	\$3,060*	\$15,228
5	Class 2	22	22	100%	\$9,150	\$1,783	\$10,933
6	Class 1	13	13	100%	\$4,475	\$775	\$5,250
6	Class 2	14	15	93.3%	\$6,661	\$1,035	\$7,696

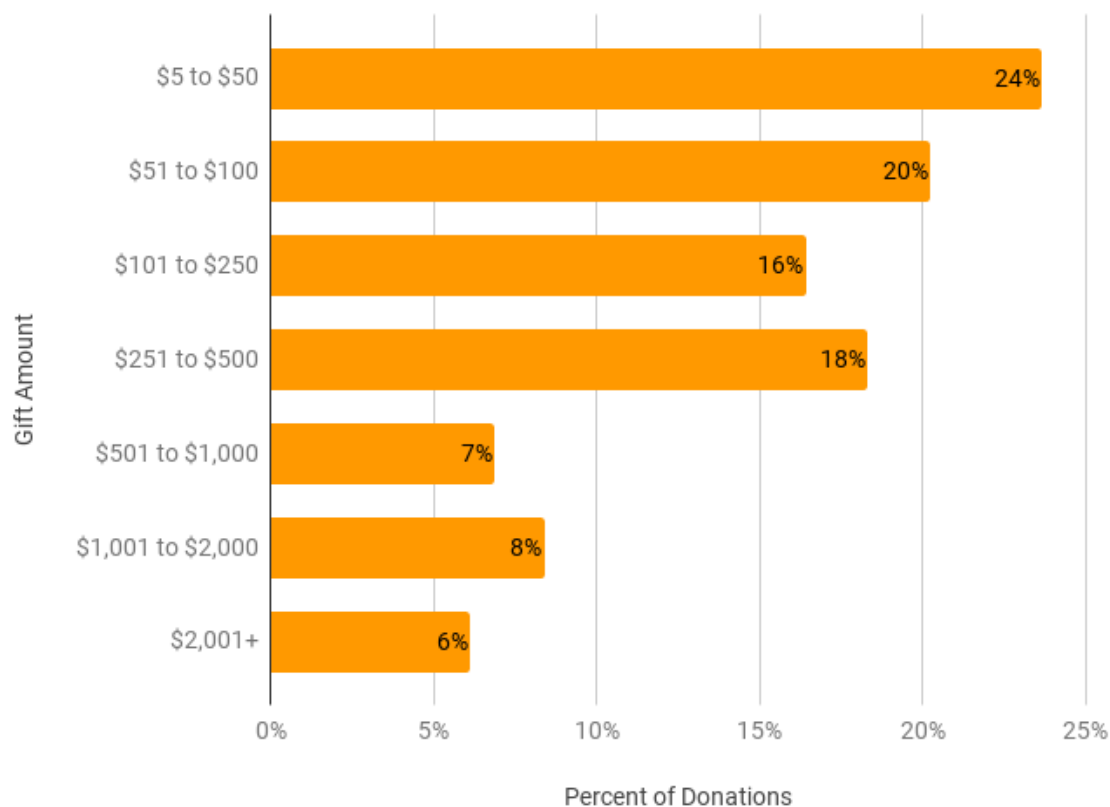
7	Class 1	13	15	86.7%	\$13,406	\$1,065	\$14,471
7	Class 2	14	15	93.3%	\$7,818	\$835	\$8,653

* Includes \$1,320 designated for NatureBridge overnight trip.

Distribution of Gift Size

With a heavy focus on participation and not on gift size, we saw a wide range of donation amounts, as illustrated in the chart below. The average gift size per family based on total enrollment (including those that did not participate in the Fall Campaign) was \$692, compared to an average gift size of \$763 in 2016, and \$333 in 2015.

Participation by Gift Amount



Matching Gifts

We are grateful to the following corporations that matched their employees' donations to Yu Ming:

Advent

Kaiser Permanente

Apple

Levi Strauss & Co.

BNY Mellon

Matson

Chase

Novartis

Chevron
Delta
Gap
Gates Foundation

Osisoft
PG&E
Salesforce.com
Wells Fargo

Expenses

Expenses for the Fall Giving Campaign were as follows:

Expense	Amount
Participation Banner	Donated by Fundraising Committee
Popsicle Reward	TBD
Drawstring Backpack Giveaway	Donated by Branding Boulevard
Credit Card Fees	\$1,599
TOTAL	\$1,599



Board of Directors
October 19, 2017
AGENDA ITEM INFORMATION

Agenda Item	Facilities Committee Report
Time Allotted	10 minutes
Background	The Facilities Committee is responsible for searching for, evaluating, and securing a site for Yu Ming Charter School's short- and long-term needs.
Summary	The Facilities Committee held its first meeting of this school year on Oct. 3, 2017. Members discussed the status of Yu Ming facilities and work needs, assigned work, and are recommitted and energized to proceed. Main decisions and outcomes are outlined in attached minutes/notes of meeting.
Type	Discussion
Key Questions	Is this work doable by board and parent volunteers or would it be advisable to have a staff person devoted to full-time facilities project management?
Attachment	Minutes and notes from the Oct. 3, 2017 meeting



Facilities Committee
Minutes and notes
October 3, 2017

In attendance:

Michelle Li, parent member, commercial real estate
Tiffany Eng, parent member, real estate
Lucia Hwang, committee chair
Sue Park, Head of School
Ethan Warsh, prospective YMCS board member with expertise in charter school facility development
Matthew Sade, parent member (by phone), negotiated MLK lease
Woolsey McKernon, parent member (by phone), real estate finance
Gerard Lee, parent member (by phone), architect specializing in educational facilities
Antonio Lau (by phone), architect
Eric Peterson (by phone), YMCS board chair

Members discussed how Facilities Committee can best operate

Decided:

- Group should meet regularly, but as determined by work needs
- Group should communicate regularly: Set up a way to easily communicate, create roster of members and members' areas of expertise
- Delegation of work and responsibilities should be clear, members must take ownership of their piece and follow through on work product.
- Members make themselves available as tactical advisers
- Group should probably be a "working group" and not official board committee because it is a mix of board members and non board members, noticing agendas and generating minutes for every meeting may be onerous: Lucia will ask Eric if this structure will work.

Members discussed status of Facilities Committee work, who is working on what, status of currently occupied sites, ideal framework to proceed

Decided:

- Need to have central database of files, information: Lucia will clean up the Google Drive and Dropbox
- Need to understand our programmatic needs, time frame, and end goal, then work backwards for milestones we need to hit: Lucia and perhaps Ethan will work with Sue to start fleshing out and nail down these details, many of which may already be in our Prop. 51 application.



--Need to understand what financial resources are available to YM: Work with Jessica Norman of Finance Committee

--Want to have a broker looking for us: Michelle Li has contacts with a broker that specializes in educational and nonprofit properties. She will reach out to engage them.

--Want to renegotiate Alcatraz campus lease to match up length of lease terms with MLK campus lease; also work with Sue to generate list of major improvements needed for Alcatraz: Matthew Sade will work with Sue to renegotiate the Alcatraz lease.

--Want to reapply for Prop. 39 facility through OUSD for 2017-2018 school year to keep our options open: Lucia and Michelle will work with Sue to submit our request by Nov. 1 deadline.