



Board of Directors
Thursday, October 18, 2018
AGENDA ITEM INFORMATION

Agenda Item	Review of Local Indicators Approval of 2018-2019 Local Control Accountability Plan (LCAP) and Annual Update
Time Allotted	20 minutes
Summary	<p>For the Fall 2018 California School Dashboard, Local Educational Agencies (LEA), including charter public schools, must report on their California School Dashboard local indicators by December 1, 2018 including the following priorities continued from December 2017:</p> <ul style="list-style-type: none"> ● Priority 1: Basic Services ● Priority 2: Implementation of State Standards ● Priority 3: Parent Engagement ● Priority 6: School Climate <p>And adding a new Local Indicator:</p> <ul style="list-style-type: none"> ● Priority 7: Access to a Broad Course of Study
Type	Information Item
Background	Based on the Local Control Funding Formula, California has a new accountability system that is based on multiple measures. These measures are used to determine LEA and school progress toward meeting the needs of their students. The measures are based on factors that contribute to a quality education including student test scores, English learner (EL) progress, suspension rates, and parent engagement.



	<p>There are three performance levels for ranking progress on Local Indicator priorities: Met, Not Met, and Not Met for two or more years. LEAs must measure their progress annually on these priorities and report the progress at a regularly scheduled meeting of the board. They do not require board approval but minutes should indicate these were reported.</p>
Key Questions	
Attachments	Local Indicators Report for the Fall 2018 CA Dashboard



**FALL 2018 CA DASHBOARD
LOCAL INDICATORS REPORT FOR THE
YU MING CHARTER SCHOOL'S
GOVERNING BOARD**

All LEAs are required to complete, submit and present as an information item in a publicly scheduled governing board meeting the following 5 Local Indicators for the LEA's CA Dashboard

The following is **Yu Ming Charter School's** Local Indicator Self-Reflection Report for the Fall 2018 CA Dashboard Local Indicators.

The criteria for each of the 5 Local indicator (Priority 1, 2, 3, 6, & 7) is:

- Met
- Not Met
- Not Met for Two or More Years.

PRIORITY 1: Basics – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, & Safe, Clean and Functional School Facilities

Findings reported:

1. Number/percentage of misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions: **0**
2. Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**
3. Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**

OPTIONAL NARRATIVE:

N/A

CRITERIA: MET

PRIORITY 2: Self Reflection Tool for Implementation of State Academic Standards

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs are required to rate each of the following using the following Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 – Initial Implementation
- 4 - Full Implementation
- 5 – Full Implementation & Sustainability

Yu Ming Charter School selected Option 2 Reflection Tool:

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.
 - English Language Arts - Common Core State Standards for English Language Arts: **3**
 - English Language Development (Aligned to English Language Arts Standards): **3**
 - Mathematics - Common Core State Standards for Mathematics: **4**
 - Next Generation Science Standards: **3**
 - History-Social Science: **3**

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.
 - English Language Arts - Common Core State Standards for English Language Arts: **3**
 - English Language Development (Aligned to English Language Arts Standards): **4**
 - Mathematics - Common Core State Standards for Mathematics: **5**
 - Next Generation Science Standards: **4**
 - History-Social Science: **3**

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)
 - English Language Arts - Common Core State Standards for English Language Arts: **4**
 - English Language Development (Aligned to English Language Arts Standards): **4**
 - Mathematics - Common Core State Standards for Mathematics: **4**
 - Next Generation Science Standards: **3**
 - History-Social Science: **3**

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.
 - Career Technical Education:
 - Health Education Content Standards:
 - Physical Education Model Content Standards: **3**
 - Visual & Performing Arts: **4**
 - World Languages: **5**

Career Technical Education, & Health Education Standards do not apply to **Yu Ming Charter School** as it serves grades K-8.

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017) rate the local educational agency's success at engaging in the following activities with teachers and school administrators?
 - Identifying the Professional Needs of groups of teachers or staff as a whole: **5**
 - Identifying the professional learning needs of individual teachers: **5**
 - Providing support for teacher on the standards they have not yet mastered: **4**

CRITERIA: MET

OPTIONAL NARRATIVE: N/A

PRIORITY 3: Self-Reflection Tool for Parent Engagement

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Yu Ming Charter School selected OPTION 1: Parent Survey

INSTRUCTIONS: If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Findings reported:

PARTICIPATION RATE

Yu Ming Charter School administered the Panorama Education Family Survey in order to seek input from parents in decision-making, and to promote parental participation in programs. A total of 270 families, representing students in grades K-7, completed the survey, approximately a 70% parent participation rate.

SURVEY FINDINGS:

The following are the parent survey findings:

- 16% parents meet in person with their child’s teacher at least weekly/monthly.
- 20% agreed they are extremely/quite involved in a parent group at school.
- 39% have “helped out” at the school at least weekly/monthly.
- 73% have visited the school at least weekly/monthly.

Yu Ming Charter School has shared the parent survey results with parents and the governing board. The School Directors and school staff will continue to collaborate to promote parental participation in programs and seek input from parents in decision-making, and increase parent survey participation rates as outlined in the school’s LCAP.

In order to accurately measure parent input in decision-making, and promoting parental

participation in programs, the requirements of Priority 3, the School Directors will research a valid evidence-based parent survey for the Spring 2019 parent survey administration such as the CA Parent Survey to ensure accurate survey reporting and input from parents/guardians. The CA Parent Survey is an evidence-based survey, as recommended by the California Department of Education (CDE) and as part of the school's LCAP process and adherence to Priority 3.

CRITERIA: MET

PRIORITY 6: School Climate

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

INSTRUCTIONS:

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions have, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Findings reported:

PARTICIPATION RATE:

Yu Ming Charter School administered the Core Districts Student Survey, a local student survey in order measure various aspects of students experiences, including student perceptions of school safety and connectedness. A total of 90 students in grades 5-7 participated and completed the student survey, an overall 88% student participation rate.

SURVEY FINDINGS:

The following are the student survey findings:

- 81% of grade 5, and 80% grade 6-7 students responded positively about school safety at Yu Ming Charter School.

- 75% of grade 5, and 68% grades 6-7 students agreed they felt a sense of belonging at Yu Ming Charter School.

The School Directors and school staff will continue to work to improve student connectedness, school climate and increase student survey participation rates as outlined in the school's LCAP.

The School Directors will research whether to continue with the Core District Student Survey or another evidence-based survey for the Spring 2019 student survey, in order to effectively gather data on student perceptions of school safety and connectedness as required by Priority 3 Local Indicators.

CRITERIA: MET

PRIORITY 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

INSTRUCTIONS: LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

- 1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

Yu-Ming Charter School is a direct-funded, dual-immersion charter school located in Oakland serving approximately 446 students in grades K-8. Student demographics include: 46% Asian, 32% 2+ Races, 8% White, 6% African American, 6% Hispanic, 2% Filipino of which, 5% are Students with Disabilities, 6% English Language Learners (ELL), and 13% Socio-economically Disadvantaged.

Yu Ming follows a full-immersion dual-language model of instruction. In Kindergarten to Grade 2, 90% of instruction is in Mandarin Chinese and 10% is in English. The mix changes to 70% Mandarin Chinese and 30% English in grades 3 and 4. Grades 5 and 6 have a 50-50 split in Mandarin Chinese and English. Students in grades 7 and 8 have the option of maintaining the even split or changing to a 30/70 Mandarin Chinese/English mix.

Yu Ming students are continuously building background knowledge and oracy. In addition, Yu Ming has adapted the Reading and Writing Workshop model to implement a challenging and rigorous immersion-balanced literacy program in which students have numerous opportunities to demonstrate all three modes of communication: interpersonal, interpretive, and presentation. Yu Ming's Kindergarten program focuses on oral proficiency within a developmentally appropriate early-literacy program. In both English and Chinese classrooms, the school has developed a leveled reading system supplemented by a leveled online reading platform. Yu Ming has also built a vertically articulated grade level writing system with a common framework to model writing, guide practice, and support all students.

We strive to nurture our students to excellence to become global citizens and the leaders of tomorrow who use their education to make a positive difference in the world. Our school design, centered on data-driven academic excellence, includes personalized, project-based, social emotional, and language immersion learning to create self-directed, passionate, and connected learners.

Yu Ming Charter School provides all students with access to a broad course of study in alignment with Ed Code 51210 (where applicable) based on the nature of Yu Ming Charter School's educational program.

Yu Ming Charter School uses the following locally selected tools to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups and individuals with exceptional needs which include: master schedule, student course schedule (semester), report cards, student schedules, transcript analysis, and parent/conference reports. In addition, this will be verified by the School Directors during classroom observations and ensure classroom schedules are being followed.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

An analysis of the measures listed above demonstrates that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad course of study. At Yu Ming Charter School, all students have access to and are enrolled in ELA, mathematics, science, social studies, and physical education. In addition, students have access to and are enrolled in the following according to grade level:

- K-8 (ES/MS): Visual & Performing Arts, Choral & Instrumental Music, Physical Education
- Grade 5: Design Lab
- Grades 6-8 (MS): Design Lab; Journalism (Chinese); Contemporary China (Chinese); Spanish, Musical Instruments, Yearbook, Coding, Art, Student-led Inquiry (English & Chinese)
- Grades 3, 5: Enrichment Instructors (Art, Music, P.E.)

There are no differences to accessibility to courses, across all student groups, including unduplicated students and Students with Disabilities at Yu Ming Charter School.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Currently 100% of the students have access to a broad course of study and Yu Ming Charter School will continue to monitor this to ensure no barriers arise to change access.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students.

Due to the current success of Yu Ming Charter School in providing all students with access to a broad course of study, no changes are currently planned, however this data will continue to be monitored and revisions made, with implementation as needed.



Board of Directors
October 18, 2018
AGENDA ITEM INFORMATION

Agenda Item	Funds Committee Report
Time Allotted	5 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 exceeded its fundraising goal and raised a total of \$235,000. A total of 92% of families participated. Also, Yu Ming is currently planning its Capital Campaign for a longterm facility. Yu Ming will need raise at least \$4 to \$5 million in equity (20%) to contribute towards the cost of a financed facility.
Type	Information and Discussion
Key Questions	What questions do Board members have about the ongoing planning process for Capital Campaign and next steps? What questions to board members have about the results of the Fall Campaign?
Attachment	Funds Committee Report; Fall Campaign Final Report

**Yu Ming Board Funds Committee
Funds Committee Report
October 18, 2018**

The focus of the Capital Campaign planning this fall has been on crafting the strategy and execution of a Capital Campaign. Board leadership supporting with the Capital Campaign are Sonali Nijhawan (Board lead for the Capital Campaign) and Board Chair Eric Peterson.

Head of School (HOS) Park has spearheaded this fall the development and implementation of key foundational elements of the Campaign. These elements HOS Park has put in place include: 1) hiring a professional Capital Campaign consultant to assist in planning and executing the capital campaign strategy; 2) started recruiting individuals within the Yu Ming community to assist in leading a successful campaign as part of the campaign working group; 3) purchased and set up a donor management software system; 4) started developing a Campaign Study to be conducted at the end of October 2018; 5) started developing a donor pipeline comprised of private donors within and outside the Yu Ming Community and philanthropic organizations; 6) started interviewing potential Campaign Co-Chairs from within the Yu Ming Parent community; 7) held a study session meeting of Yu Ming community members interested in supporting the campaign; and 8) allocated Yu Ming staff resources to the campaign and hired a new staff member on fellowship from local organization Education Pioneers to assist with developing the Campaign.

Board member Brianna Schwartz is the Board lead providing support to the school administration in developing a five year strategic plan for Yu Ming, including a revised mission and vision statement. The development of this strategic plan will support engagement with potential donors as part of the Capital Campaign. Board member Joy Lee has also been the Board lead on developing a revamped Yu Ming website which will better represent Yu Ming to external/internal stakeholders and to potential donors for the campaign.

The next steps for the development of the Campaign to be completed by December 2018 will be to: 1) conduct and analyze the Capital Campaign Study; 2) obtain Board approval of the final mission, vision, and strategic plan; 3) select and onboard Capital Campaign Co-Chairs from the Yu Ming parent community; 4) create high quality marketing materials presenting the schools model, successes to date, planned growth (based on the strategic plan), and capital raising goals; 5) identify our pipeline of potential donors within the Yu Ming Community; and 5) identify at least one philanthropic organization interested in supporting the campaign and making a significant financial contribution to it. The formal start of the campaign will be determined in consultation with the capital campaign consultant but is expected to begin in December 2018 or in winter 2019.

Update on the Fall Giving Campaign (for Operational Costs)

Thanks to the tremendous generosity of the Yu Ming community, we reached 92% participation as a whole school in its Fall Giving Campaign. 295 families participated, by donating a wide range of dollar amounts, contributing volunteer hours, and secured matching gifts from their employers.

The total amount raised in the Fall Giving Campaign was \$235,000, inclusive of field trip and teacher appreciation funds. The amount raised places Yu Ming more than one third of the way toward its annual fundraising goal. The funds raised help pay for ongoing operational costs of the school.

In addition to direct donations from families, Yu Ming received matching donations from corporations including from Wells Fargo, Advent Software, eBay, Juniper Networks, Delta, PG&E, GSK, Blue Shield of

California, Intuit, and the Gates Foundation.

While there was a similar participation rate to the 2016-17 Fall Campaign, the per enrolled student donation rate was approximately 10% higher for the 2018-19 Fall Campaign at \$535 per student raised this year versus \$485 in 2017-18.



**Yu Ming Charter School Fall Giving Campaign
2018-2019 Final Report
October 16, 2018**

Summary

The Yu Ming Fall Giving Campaign was held from Friday, August 24, 2018 through Saturday, September 29, 2018. The goal of the campaign was to raise \$190,000, and to achieve 90% participation from families. The final result was:

	2018-19 Result	2017-18 Result	2016-2017 Result
Participation Rate (by student)	92.1%	94.6%	90%
Family Participation Count	295 (out of 325)	257 (out of 275)	216 (out of 241)
Fall Giving Campaign Revenue	\$210,655	\$161,095	\$158,243
Field Trip Revenue	\$21,060	\$21,710	\$17,280
Teacher Appreciation Revenue	\$8,010	\$7,580	\$6,720
Credit Card Fee Offset Revenue	\$1,778	\$1,482	\$1,587
TOTAL REVENUE	\$239,725	\$190,385	\$183,830
Expenses	(\$4,531)*	(\$1,599)	(\$1,541)
TOTAL INCOME	\$235,194	\$188,786	\$182,289

*Estimated at time of report

Source of Funds

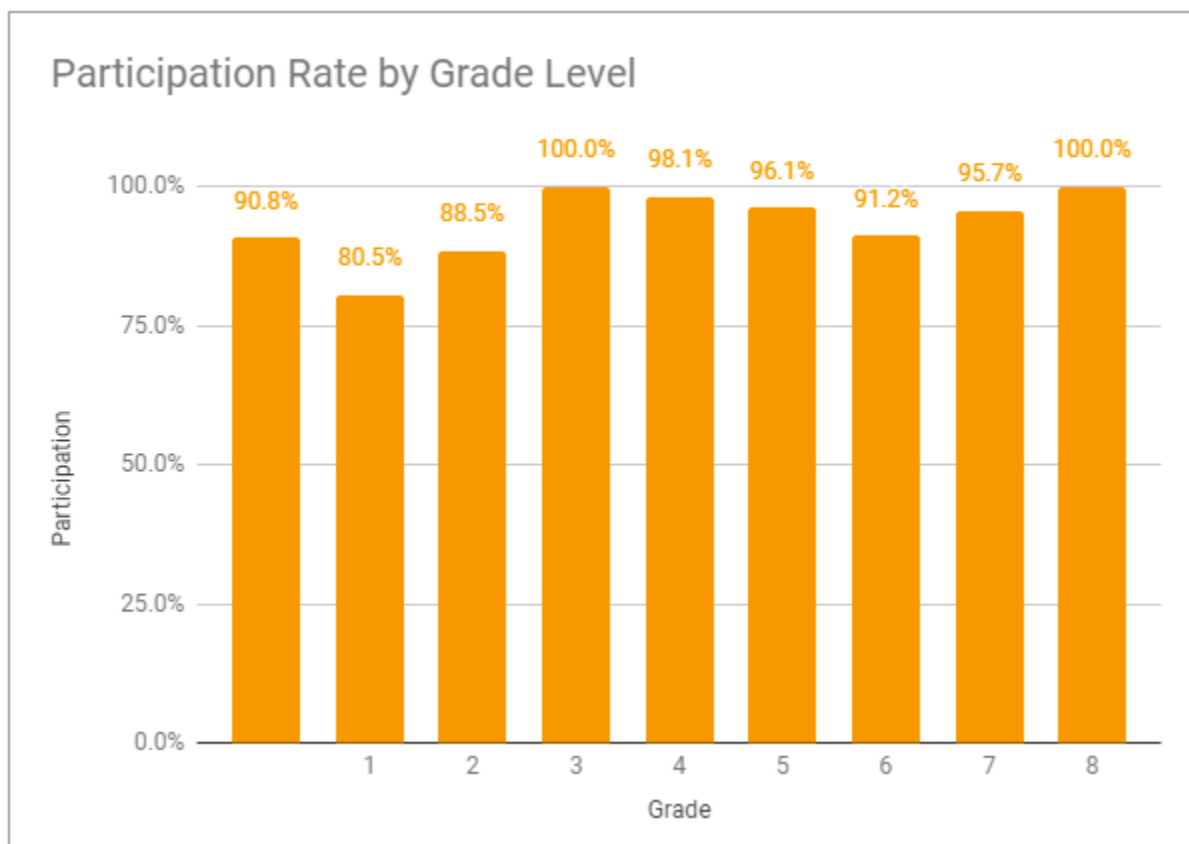
Participation was encouraged through a variety of donation channels, including an option to receive participation credit through 5 hours of volunteer time. Below is a summary of donations by source. Amounts are listed gross of credit card fees.

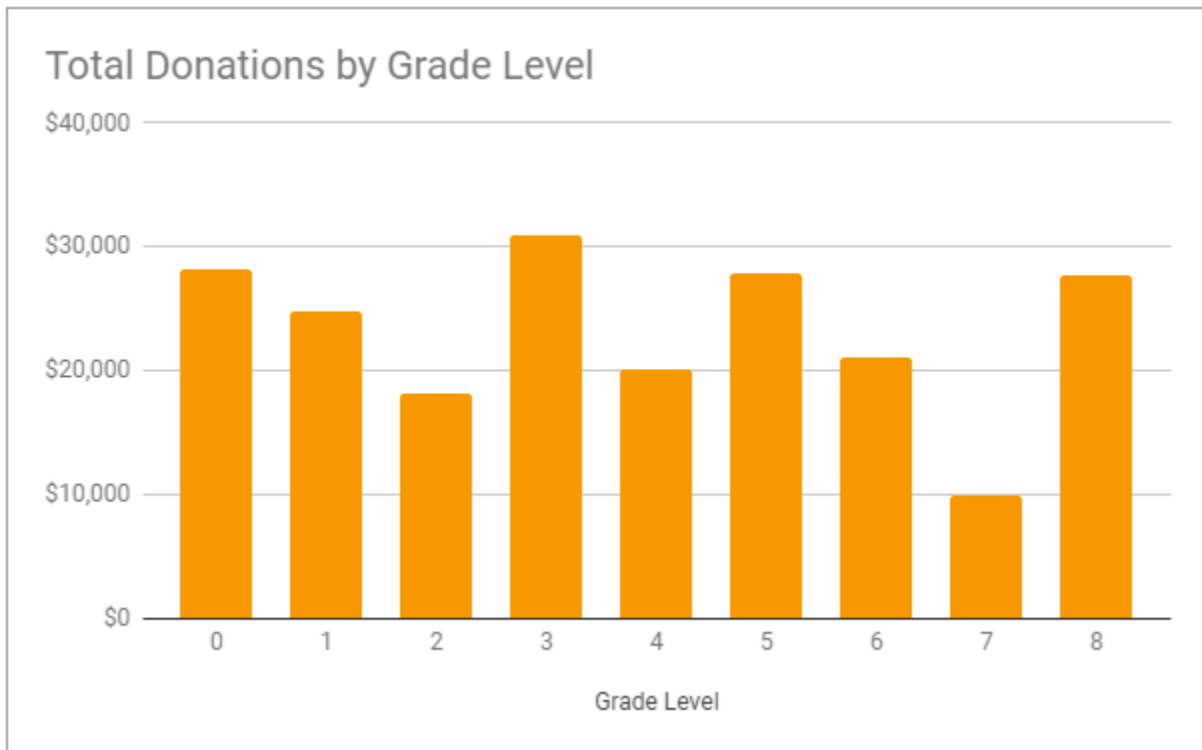
Fall Giving Campaign Source	\$ Raised
Offline (Cash/Check)	\$103,135

Credit Card - Cognito Form	\$67,702
Credit Card - Network For Good	\$49
Employer Match	\$23,456
Equity Transfer	\$5,935
Volunteer Credit	9

Classroom and Grade Participation Details

Below is a breakdown of participation based on classroom. Out of 19 classrooms, 5 classrooms reached 100% participation, and 8 additional classrooms reached 90+% participation. Amounts below are listed gross of credit card fees.

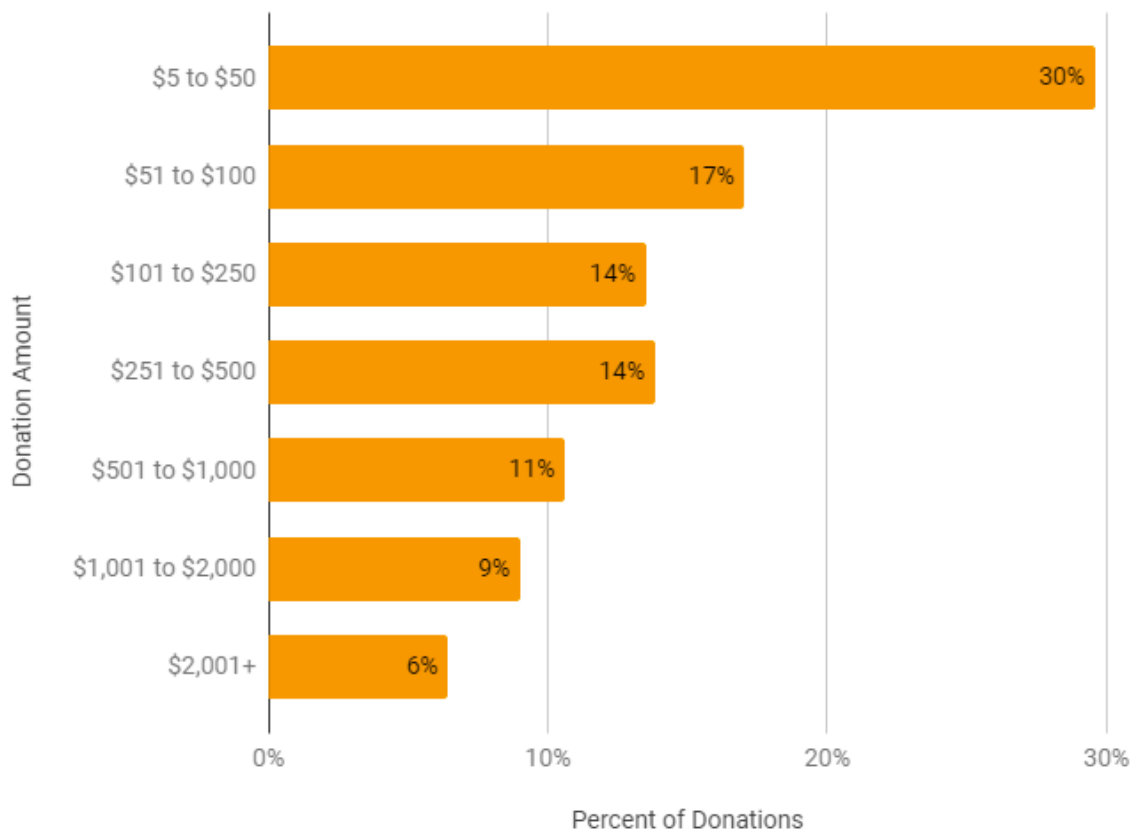


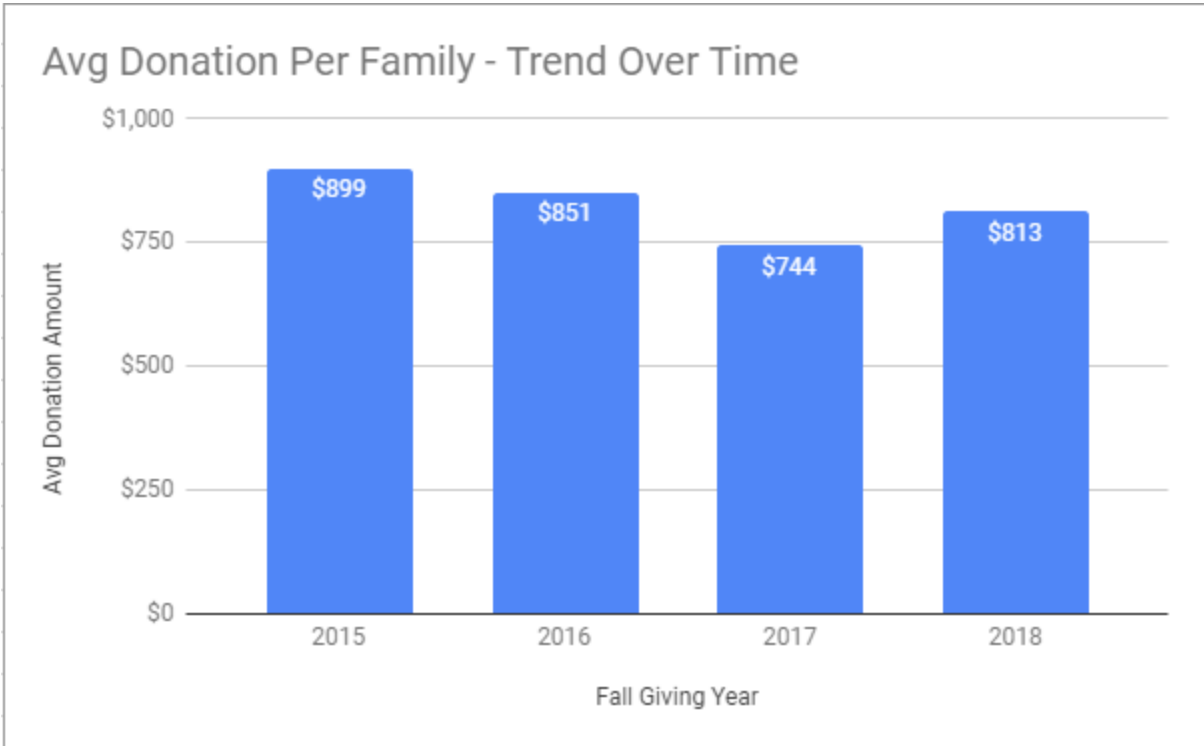
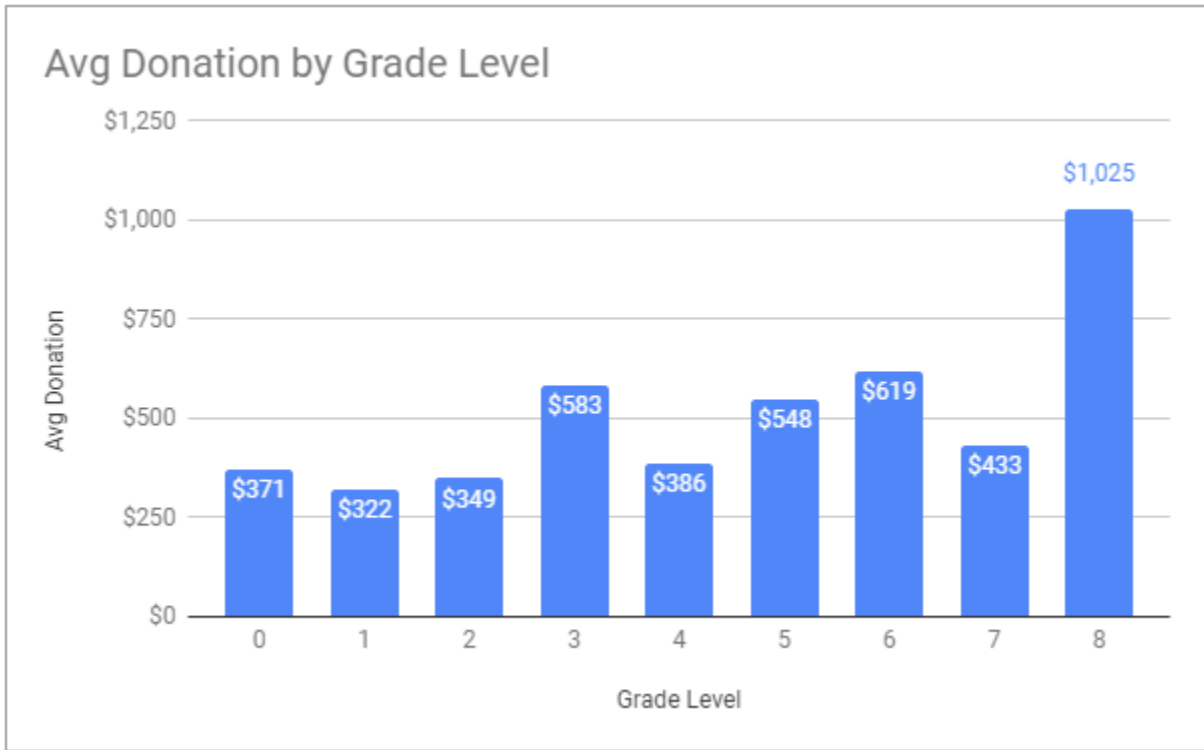


Distribution of Gift Size

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.

Participation by Donation Amount





Matching Gifts

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

- Advent Software
- Blue Shield of California
- GSK
- Intuit

Clorox
Delta
eBay
Gates Foundation

Juniper Networks
Osisoft
PG&E
Wells Fargo

Expenses

Expenses for the Fall Giving Campaign were as follows:

Expense	Amount
Participation Banner	Donated by Fundraising Committee
Incentive Reward (popsicles, t-shirts)	\$2,500
Credit Card Fees	\$2,031
TOTAL	\$4,531

Promotion

The following promotion efforts were made by the FSO Fundraising Committee to drive participation:

- Email to all parents (via ParentSquare) from Sue Park at the start and end of the campaign
- Letter and donation form sent home in backpacks
- Participation banner outside of Alcatraz and MLK school buildings, updated weekly
- Weekly blurbs in school newsletter (via ParentSquare)
- Weekly (or more frequent) messages to classes encouraging participation:
 - Room parent emails (via Parent Square)
 - Blurbs in teacher newsletters (via ParentSquare)
 - Fundraising committee liaison emails (via Google Groups)
- 2 text messages from Sue Park to all parents (via ParentSquare)
- Participation incentives:
 - Popsicle party for all K-5 classrooms for reaching 90% participation*
 - Boba party for middle school classrooms reaching 90% participation*
 - T-shirts (designed by winner of t-shirt design contest) for all students and staff for reaching 90% participation as a school

*All classrooms were granted this reward, as we reached 90% participation as a school

- Announcements and/or flyers at the following events:

- Open House
- Back to School Night
- FSO General Meeting
- Parent-Teacher Conferences
- Night Market
- Flyers posted around Alcatraz and MLK
- Regular posts on Yu Ming Facebook Families group page

Observations and Future Considerations

Focusing on participation continues to resonate.

- Average donation amounts for K-2 are lower than grades 3-8, but this is offset by the larger number of families in the lower grades vs. the higher grades.
- Families in every grade tend to wait until the end of the campaign to donate.

Promotion considerations:

- Next year, we should utilize the parent-teacher conference week to do more promotion, as this is a time where nearly every family comes to school. We should have bigger signage around school, and arm the teachers with participation data to have at their desks during the parent meetings.
- ParentSquare appears to support payment for fundraising campaigns. We should look into whether these capabilities would work for us, with the added benefit of integrating communications into ParentSquare.

Fall Giving Committee

Members of the Fall Giving Campaign include:

Committee Members: Jamie Chen, Karen Geiger, Ni Lee, Chris Sonne, Chris Tarnas, David Tjen, Hua Wang, Karen You and Sarah Zhao

Additional Classroom Liaisons: Jennifer McCune, Sarah Yang

Special thanks to the room parents for helping support this successful campaign!