



# CHARTER RENEWAL PETITION

## APPENDIX I: INTRODUCTION

## School Leadership: Professional Biographies

### Sue Park, Head of School



Sue comes to Yu Ming from Camino Nuevo Charter Academy, a network of Los Angeles charter schools serving 3400 students in preschool through grade 12. Serving as Senior Vice President of Programs she was responsible for leading the strategy and execution of the Camino Nuevo Continuum of Care working towards building a comprehensive continuum of integrated support services from Pre-K through college completion. Sue returned to Camino Nuevo after having previously served as Vice-Principal and Principal at the Burlington campus. During her years away from Camino Nuevo, Sue worked with Teach For America as the Vice President of State and District Relations, lived in Hong Kong where she headed The Women's

Foundation, and was a founding staff member of the international education organization, Teach For All, as the Managing Director of Development Resources. Sue has also worked as a bilingual K-through-3rd grade teacher in LAUSD and a private-sector attorney. Throughout her career, Sue has been committed to addressing systemic challenges that limit educational access and opportunity for students in under-served communities in the U.S. and globally. Sue earned a B.A. with honors from UC San Diego, her J.D. from UC Berkeley, and her M.A. in Administrative & Policy Studies in Education from UCLA through the Urban Principal Leadership Institute.

### Diana Kong, Director of Mandarin Curriculum and Instruction



Diana has worked in the Chinese-English bilingual education field for over 15 years. Prior to Yu Ming, Diana was the Chinese Program Coordinator and Academic Director at the International School of the Peninsula (ISTP). She was a Chinese Language Teacher at Contra Costa Chinese School, and has also been site director at preschool centers in the US and Taiwan. She earned her bachelor degree in Child Development and Family Studies, and minored in Youth Services at Purdue University. She has also completed a masters degrees in Educational Leadership at Patten University, a masters in Educational Psychology at Capella University. Currently, she is working on her Ed.D. in Curriculum & Instruction at

Capella University.

### Jamila Dugan, Assistant Principal



Jamila is a native Oaklander and education leader committed to providing an excellent education for all children. Prior to joining the Yu Ming team, Jamila served as Director of Teacher Development for Teach for America, Oakland. She has also been a kindergarten and first grade teacher at Friendship Public Charter School in Washington, DC, where her students achieved the highest DRA reading gains in her first year and was recognized as Teacher of the Year at the school. She also served grade level chair and professional development facilitator at Friendship. Jamila received her Bachelor of Arts in Psychology from CSU Fresno, her Masters of Education in Early Childhood Education from George Mason University in Virginia, and is currently pursuing a doctorate in education at UC Berkeley studying leadership for educational equity.

### Wendy Larson, Operations Manager



Wendy is a seasoned operations and finance professional. Prior to joining Yu Ming, she worked for We Heart Finance, which provides finance and operations consulting for non-profit organizations and small businesses in Oakland. Previously, she was an accountant for LG Electronics MobileComm USA. She started her career as a substitute teacher in Washington and California. Wendy received her BA in Human Development from U.C. San Diego, and her MA in Teaching from U.C. Irvine.

### Mica Tucci, Office Manager and After School Program Coordinator



Mica has served in multiple education roles. She worked in educational administration as a Spanish Program Assistant for a study abroad program in Costa Rica, taught at a primary school in La Palma, El Salvador as a Peace Corps Volunteer, and also taught English at a university in Bhutan. She earned a BA degree from Lawrence University, in Appleton, Wisconsin, and her MA-TESOL degree from the Monterey Institute of International Studies in California.

## ABOUT THE BOARD OF DIRECTORS

Yu Ming Charter School is both a 501c3 not-for-profit corporation as well as a public school. It is governed by a Board of Directors of up to 11 members, and supported by several Committees. We are actively seeking individuals with relevant experience and expertise to serve on Board Committees and on our Board.

The Board is responsible for establishing broad policies and overseeing high-level decisions that affect the School, including:

- Defining or refining the organization's mission, values, vision and strategy;
- Adopting policies to ensure that the school is run effectively, legally, and ethically;
- Hiring, overseeing, evaluating, and supporting the school Principal;
- Monitoring the operational budget and finances for long-term viability;
- Setting policies and approving documents as required by state or federal law; and
- Seeing that adequate funds are secured for the operating and capital needs of the school.

## CURRENT BOARD MEMBERS

**Robert Donnelly** ([rdonnelly@yumingschools.org](mailto:rdonnelly@yumingschools.org))

*Chair of Facilities Committee.*

Bob Donnelly has over 15 years of experience in real estate development in the Bay Area. Currently he is Vice President of Land Acquisition at TRI Pointe Homes, a national publicly-traded homebuilding company, where he is responsible for identifying new land opportunities and directs all aspects of the company's Northern California land acquisition and development efforts including pro forma analysis, contract negotiation, due diligence and entitlements. Over the course of his career, Bob has been directly involved in the acquisition and development of over 2,700 homes in 30 residential projects representing an investment value of approximately \$780 million. Prior to joining TRI Pointe Homes in 2012, Bob held positions with several leading homebuilders including Toll Brothers, Richmond American Homes, and SummerHill Homes. Bob received his BA from the University of California at Berkeley. A fourth-generation Bay Area native, Bob now resides in Oakland with his wife, Christie, and their two small children.



**Christine Henningsgaard** ([chenningsgaard@yumingschool.org](mailto:chenningsgaard@yumingschool.org))

*Secretary, Chair of Compensation Committee.*

For the past 10 years, Christine has led healthcare organizations to transform the patient experience, empower physicians and staff in delivering high quality care at lower cost, and achieve operational excellence. She is currently the Vice President of Operations at One Medical Group, an innovative primary care organization based in San Francisco. At One Medical, she oversees the performance of all locations nationwide, including patient experience, financial performance, and short and long range planning of market growth. In addition, she partners with other leaders of the organization to develop career paths, training programs, and compensation models that encourage continual learning and development of all professionals involved in the delivery of care. Prior to One Medical Group, Christine spent many years in consulting and managed service organizations and partnered with some of the best academic and non-profit healthcare organizations in the US. As avid travellers, her husband Aaron and Christine regularly experience the importance of foreign language in appreciating cultures and building relationships around the world.



**Phuoc Le** ([ple@yumingschool.org](mailto:ple@yumingschool.org))

Phuoc Le is an Assistant Clinical Professor of Medicine and Pediatrics at UCSF, where he is a hospitalist splitting his time between both departments. He co-directs the Global Health-Hospital Medicine Fellowship at UCSF, directs the Global Health Pathway for the Pediatric Residency, and is director of international rotations for the Internal Medicine Residency. He co-founded the HEAL Initiative which aims to create a pipeline of health professionals dedicated to serving vulnerable communities at home and abroad. He is also an Assistant Professor at the University of California, Berkeley School of Public Health, where he teaches graduate courses in global health and directs the Interdisciplinary Masters of Public Health Program. Phuoc graduated from Dartmouth in 2000 with a double major in Biochemistry and Molecular Biology and Asian and Middle Eastern Languages and Literatures, and earned his MD at Stanford Medical School and a Master's of Public Health from UC Berkeley with a focus on global health. He completed a combined residency in Internal Medicine, Pediatrics, and Global Health Equity at Harvard's Brigham and Women's Hospital and Massachusetts General Hospital. During residency he has worked with the NGO Partners in Health (PIH) to provide equitable health care in Rwanda, Lesotho, Malawi, and post-earthquake Haiti. He has participated in both quantitative and qualitative public/community health, and anthropological research in Tibet, Shanghai, and Qinghai, PRC, and Geneva, Switzerland. He has studied Vietnamese, Mandarin, Spanish and Haitian Creole.



**Diana Lee** ([dlee@yumingschool.org](mailto:dlee@yumingschool.org))

*Vice-Chair, Chair of Board Development Committee.*

Diana is Vice President of New Site Development and District & School Partnerships at Teach For America (TFA), a national non-profit dedicated to ensuring that students from low-income communities get an excellent education. TFA is the largest pipeline of new teachers in the country and one of the most diverse pipelines of leaders in the field of education. During her time at TFA, she has held several different roles including partnering with district, charter and preK partners across the Bay to hire 200+ teachers each year. She has also led team responsible for ensuring TFA meets its fundraising and teacher hiring goals (approximately \$300 million and 6,100 teachers). Previously, Diana worked at Oakland Unified School District, supporting the district's work on school openings and closures, based on programmatic needs and performance. She was also a strategic projects manager in areas such as college readiness, family engagement and strategic planning. Prior to that, Diana was a PR manager at Yahoo!, managing press tours, media relationships and news announcements for company acquisitions and product launches. Before that, she worked at a hi-tech boutique PR firm, Walt & Co., and as an operations/strategy consultant for ACE Public School Network. Diana was previously the board chair of Streetside Stories, a 22-year old San Francisco-based literacy & arts education non-profit, and was a founding board member and governance chair of One Acre Fund, a non-profit focused on eradicating poverty and hunger for farmers in Africa. Diana holds a B.A. from UCLA, and an MBA from the Kellogg School of Management at Northwestern. She loves travel, poker and cooking and has a husband and two kids, one of which is in a preK Mandarin Immersion program.

**Reichi Lee** ([ree@yumingschool.org](mailto:ree@yumingschool.org))

Reichi Lee has been a lawyer for the past 13 years and currently serves as the Director of the Academic Development Program at Golden Gate University School of Law in San Francisco. Reichi's work at GGU centers on teaching law students the essential skills needed to become critical thinkers and problem solvers. Reichi's previous experience includes representing children in the dependency system (more commonly known as foster care) in Alameda County at East Bay Children's Law Offices, where she litigated issues regarding child abuse and neglect, placement, custody, disability, public benefits and special education. Prior to EBCLO, Reichi was a general commercial litigator at Meyers Nave PLC in Oakland and Hanson Bridgett LLP in San Francisco where she specialized in employment and labor disputes and workplace investigations. She has taught a variety of legal skills courses at GGU, Berkeley Law, Hastings College of Law and San Francisco State University. Her academic research centers on juvenile justice, foster care, and academic skills. Reichi previously served as Board Chair at ACCESS Women's Health Justice in Oakland, a nonprofit dedicated to ensuring that all women have equal access to reproductive health information and services. Born and raised in Taipei, Taiwan, Reichi is thrilled to be able to give her two young children the gift of a Mandarin immersion education and hopes that they will love and appreciate all the benefits that a multi-cultural perspective has to offer.



**Wai-Kiu Lee** ([wklee@yumingschool.org](mailto:wklee@yumingschool.org))

Wai-Kiu Lee is a senior physician at Kaiser Permanente's Oakland Medical Center. In addition to being a primary care physician, he serves as a Quality Lead for the East Bay Kaiser Permanente facilities where he oversees the outreach efforts for numerous health initiatives including diabetes, cardiovascular disease, and cancer screening for over 400,000 patients. Prior to embarking on a career in medicine, Wai-Kiu served as the first Executive Director of the Oakland Asian Students Education Services (OASES), a social service agency that provides academic and social services to struggling youth. Under his leadership, OASES established a Youth Center, provided integrated services to over 150 youth each week, and became a sustainable non-profit. He obtained his BA in Molecular Cell Biology at UC Berkeley, and earned both his MD and MBA at Drexel University. Wai-Kiu grew up in a bilingual household that spoke Cantonese, and hopes to impart the same cultural values to his children. He lives in Oakland with his wife and two young children.



**Thompson Paine** ([tpaine@yumingschool.org](mailto:tpaine@yumingschool.org))

Thompson Paine is Vice President, Business Development and Operations at Quizlet, an education software company based in San Francisco that builds digital learning tools for millions of students and teachers globally. Thompson speaks Mandarin Chinese and has a decade of experience in China-related work and study. He previously taught English in Northeast China's Liaoning Province and served for two years as a Political Analyst at the U.S. Embassy in Beijing. In graduate school Thompson worked on China-focused projects at Apple, the law firm of Morrison Foerster, and the White House's U.S. Trade Representative's Office. Thompson is very passionate about education, and foreign language education in particular. His mother is a retired high school French teacher, and in his free time he has volunteered as an ESL and civics teacher at the International Institute of the Bay Area and taught legal rights to incarcerated youth through StreetLaw. Thompson has a B.A. in Asian Studies and Political



Science from the University of North Carolina at Chapel Hill where he was a Morehead Scholar, and a J.D./M.B.A from Stanford University. He is a member of the State Bar of California and a Term Member of the Council on Foreign Relations.

**Eric Peterson** ([epeterson@yumingschool.org](mailto:epeterson@yumingschool.org))

*Parent-elected Board member. Chair of Education Committee. Parent of 2 Yu Ming students.*



Eric is Director of Special Education for West Contra Costa Unified School District in Richmond, CA. In this position, he helps supervise a program that has over 400 staff and which serves over 4,100 students with exceptional needs. Eric previously was the Principal of Dover Elementary School, the largest elementary school in the district with over 800 students in preschool through sixth grade. Dover also has a bilingual program in Spanish. While he was Principal at Dover, Eric oversaw the completion of an over \$20 million reconstruction of the school. In addition, his school increased student achievement even while managing significant budget cuts during the recession. Eric is also an accomplished educator and was honored in a White House ceremony in 2011 as a National Board Certified Teacher. He has experience teaching at all grade levels and has taught in Virginia, California, and in Alaska Native villages. He has a Master's degree in Education from the College of William and Mary and holds a PhD in Educational Leadership from Concordia University. Eric is active in several professional organizations, including the Association of California School Administrators and the California Association for Bilingual Education. Eric developed Spanish proficiency through study in Mexico and Guatemala, and he also studied Mandarin in college.

**Rodrigo Prudencio** ([rprudencio@yumingschool.org](mailto:rprudencio@yumingschool.org))

*Chair. Parent-elected Board member. Fund Development Committee & Board Development Committee. Parent of Yu Ming student.*



Rodrigo has twenty years of experience in public policy, energy and environmental technology and venture capital. Currently, he serves as Chief Executive Officer of Hara, which helps companies manage their energy needs and costs. Previously, he was a Partner with venture capital firm Nth Power, for which he led investments in the IT energy field. He has served on the Board of Directors for several companies in the Nth Power portfolio, and also serves as a Board Member for the Oakland Zoo and the Lt. Healy Foundation. Rodrigo has an MBA from the Haas School of Business (at UC Berkeley) and a BA in International Relations from Middlebury College. He and his wife are raising their daughter to be trilingual (Spanish, Mandarin, English).

**Josh Stern** ([jsstern@yumingschool.org](mailto:jsstern@yumingschool.org))

*Compensation Committee.*

Josh is Head of School at St. Paul's Episcopal School in Oakland. Previously, he was Director of Sixth Grade and Middle School where he led a 140 student sixth through eighth grade middle school program that included supervision, oversight and evaluation of 20 faculty and staff, working on school-wide curriculum and best practices to improve classroom instruction and school-wide programs. He was project manager of a \$12 million multi-phase capital project to increase St. Paul's facilities by 85 percent, including a new library, playground and gymnasium and was point person for school expansion, increasing enrollment by 20 percent over six years. Josh has served on the board of the Urban Creek Council and Community Roots Academy, and consulted and advised on strategy and financial models for local charters schools. Josh has a Masters degree in Education from Stanford and studied Chinese in college. He lives in Oakland with his wife and young children.

**John Whorton** ([jwhorton@yumingschool.org](mailto:jwhorton@yumingschool.org))

*Treasurer*

John Whorton serves as EXO U's Vice President of Business Development. John brings a wealth of transaction and business



development expertise in Mobility, Software as a Service (SaaS), and Collaboration Software. He has successfully executed domestic and cross-border transactions with emerging companies during his time with large technology organizations and financial institutions. Prior to EXO U, John was Senior Corporate Development Manager covering Collaboration Software at Cisco, responsible for M&A, Investment, and Strategy related to key products such as Jabber, WebEx, Contact Center, Telepresence, and VoIP telephony with millions of users. While at Oppenheimer, he was one of the original members of the banking team that launched the firm's Asia Pacific coverage with responsibility for software companies located in China, Hong Kong, and India. He is also an advisor to several startups and non-profit institutions. John holds Bachelor of Science degrees in Engineering and Economics from University of Delaware, Masters of Sciences degree in Engineering from Cal Poly University, and an Executive M.B.A. from NYU Stern School of Management in New York.

## VOLUNTEER ADVISORS

*The following individuals were original co-founders of Yu Ming Charter School and have stayed involved, sharing historical context and institutional knowledge and contributing professional expertise as needed.*

### **David Cherry, MD**

David has years of experiences in supporting child and adolescent development. He is currently the medical director at Thunder Road Adolescent Treatment Center in Oakland, a residential program for teens with substance abuse and mental health problems. As medical director, he has been instrumental in the development of electronic records and brings this and other IT and database skills to support the school's website and communications. David is also in private practice in psychiatry in Berkeley. He completed his undergraduate degree at Cornell University, completed medical training at Cornell Medical College, and completed his post-graduate training in psychiatry at UCSF. He is board certified in Psychiatry by the American Board of Psychiatry and Neurology and board certified in Addiction Medicine by the American Board of Addiction Medicine.

### **Gloria Lee**

Gloria is founder and CEO of Educate78, a not-for-profit organization focused on ensuring that all students in Oakland, CA have access to a high quality public education. She is also a lecturer on education entrepreneurship at Stanford University in the Graduate School of Business and Graduate School of Education. Previously, she served as President & Chief Operating Officer at New Schools Venture Fund, a not-for-profit organization that funds new organizations improving public education for low-income students. As an Entrepreneur-in-Residence at NewSchools, she also launched Teaching Channel, a not-for-profit video platform for teacher professional development. Gloria has also served as Bay Area Superintendent for Aspire Public Schools, a leading charter management organization. Under her leadership, Aspire's Bay Area schools grew by an average of 66 points on the state's Academic Performance Index (4.5x the state targets for growth), received average parent satisfaction ratings of 90%, and increased enrollment by nearly 40% to over 2700 students – making Aspire's Bay Area region larger than 60% of the districts in California. Prior to becoming Superintendent, Gloria served as the Founding Chief Operating Officer of Aspire for the organization's first eight years during which the organization expanded from zero to 17 schools. Gloria began her career as a consultant for McKinsey and Company. She received her BS in Applied Economics at Cornell University, and both an MBA and MA in Education at Stanford University.

### **Matthew Sade**

Matthew has spent the last 20 years building disruptive consumer brands that have challenged established industries with products that are better for people and the planet, and is currently CEO at Kite Hill, which makes plant-based dairy alternatives. Previously, Matthew was the CMO of Impossible Foods, a company that develops plant-based options to one day replace our global reliance on industrially raised meat. He also founded Fork in the Road Foods, a leading sustainable meat company and has helped other aspiring entrepreneurs realize their dreams of launching the next great food company. Matthew is also an accomplished general manager and marketer in entrepreneurial and top-tier companies, including Starbucks Coffee Company, The Clorox Company, Emmerative Marketing/Procter & Gamble, and Aidells Sausage Company. Matthew is an advisor to Equator Coffee Company and volunteer with Pacific Community Ventures, a non-profit dedicated to generating employment opportunities for low and moderate income communities in California. He is a past author of Zagat New York City Restaurants, 6-time Dipsea Race survivor, and former off-ice official for the National Hockey League (NHL). Matthew holds a B.A from Tulane University and received his M.B.A. from Cornell's Johnson Graduate School of Management.

### **Wynee Yang Sade**

Wynee Yang Sade has over 20 years of sales and marketing experience building global brands and launching consumer products and services across retail, mobile, hospitality and education sectors. Wynee is currently the Chief Marketing Officer at Qooco, a global SaaS provider of mobile language and skills development programs that is changing the landscape for how students and employees learn and develop vocational skills. Prior to Qooco, Wynee was Vice President of Client Marketing and Customer Success for AppSmyth, a mobile loyalty and analytics platform for retailers and brands. She also led Strategic Marketing and Partnerships for shopkick, the #1 mobile shopping app for consumers recently acquired by SK Planet. Prior to these mobile companies, Wynee held senior marketing and sales management positions at Clorox, Charles Schwab and Procter & Gamble. Wynee has a B.S.degree from Cornell University's School of Hotel Administration and an M.B.A. from Harvard University. Wynee's role at Yu Ming Charter School has been featured in PBS News Hour and the Wall Street Journal.

### **Chrissy Schwinn**

Chrissy Schwinn is Deputy Director for The Nature Conservancy's Global Oceans program, where she oversees strategic planning and management of the marine conservation unit of one of the world's largest environmental organizations. Previously,

Chrissy led strategic communications and marketing for the Conservancy's international policy and climate change initiatives after starting with The Nature Conservancy in 2001 as a marketing and business planning consultant for ecotourism in Yunnan, China. Her earlier ventures included product and marketing management at an internet tourism start-up and Vice President at a strategic marketing consultancy with Fortune 500 and venture-funded clients in hi-tech and telecommunications. Chrissy has a Bachelor's Degree in Psychology from Cornell University and basic competency in Mandarin Chinese, which she studied after first visiting China in 1996.



# 2015 Test Results for English Language Arts/Literacy and Mathematics

[Test Results](#)[Research Files](#)[Science/STS Test Results](#)[About CAASPP](#)[Contact](#)

Test Results for:

## Yu Ming Charter School

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CDS Code: 01-24172-0124172

Yu Ming Charter District

Alameda County

[Edit Search Criteria](#)

Total Number of Students Enrolled in Grades Tested in School: 99

Total Number of Students Tested in School: 97

Select to Review Results by Group/Subgroup:

All Students (Default) ▼

Select

[Print Test Results](#)

## Export Report

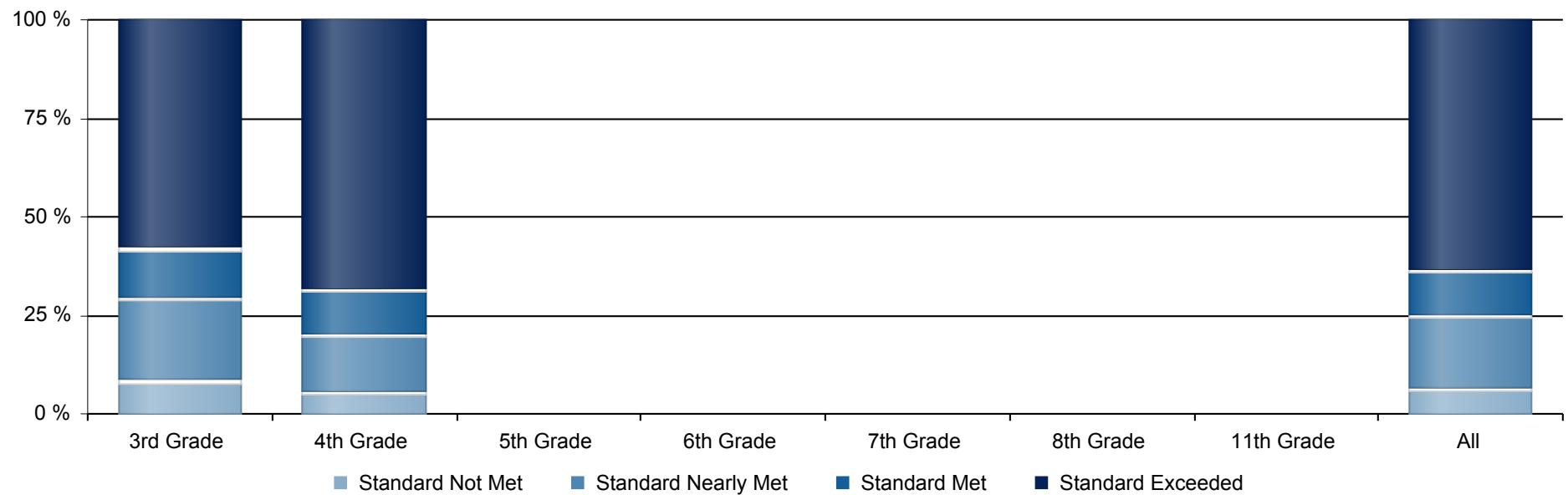
[Export these test results as a Research File](#)  
for more complex analyses and customized  
reporting of the data.

Please note: because these exams are based on more challenging academic standards, the results are too fundamentally different to compare to old scores. Instead, these scores are a starting point—a baseline for the progress students will make over time. To learn more, see [Understanding CAASPP Reports](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

## ENGLISH LANGUAGE ARTS/LITERACY

### Achievement Level Distribution



### English Language Arts/Literacy Achievement Level Descriptors

#### All Students

#### Overall Achievement


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	53	46	N/A	N/A	N/A	N/A	N/A	99
Number of Students Tested	52	44	N/A	N/A	N/A	N/A	N/A	96
Percent of Enrolled Students Tested	98.1 %	95.7 %	N/A	N/A	N/A	N/A	N/A	97.0 %

Number of Students With Scores	52	44	N/A	N/A	N/A	N/A	N/A	96
Mean Scale Score	2498.0	2556.0	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded	60 %	70 %	N/A	N/A	N/A	N/A	N/A	65 %
Standard Met	12 %	11 %	N/A	N/A	N/A	N/A	N/A	11 %
Standard Nearly Met	21 %	14 %	N/A	N/A	N/A	N/A	N/A	18 %
Standard Not Met	8 %	5 %	N/A	N/A	N/A	N/A	N/A	6 %

### [English Language Arts/Literacy Scale Score Ranges](#)

#### Areas

#### Reading: Demonstrating understanding of literary and non-fictional texts

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	58 %	68 %	N/A	N/A	N/A	N/A	N/A	63 %
At or Near Standard	29 %	25 %	N/A	N/A	N/A	N/A	N/A	27 %
Below Standard	13 %	7 %	N/A	N/A	N/A	N/A	N/A	10 %

#### Writing: Producing clear and purposeful writing

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	58 %	55 %	N/A	N/A	N/A	N/A	N/A	56 %



At or Near Standard	33 %	39 %	N/A	N/A	N/A	N/A	N/A	35 %
Below Standard	10 %	7 %	N/A	N/A	N/A	N/A	N/A	8 %

### Listening: Demonstrating effective communication skills



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	44 %	59 %	N/A	N/A	N/A	N/A	N/A	51 %
At or Near Standard	48 %	39 %	N/A	N/A	N/A	N/A	N/A	44 %
Below Standard	8 %	2 %	N/A	N/A	N/A	N/A	N/A	5 %

### Research/Inquiry: Investigating, analyzing, and presenting information

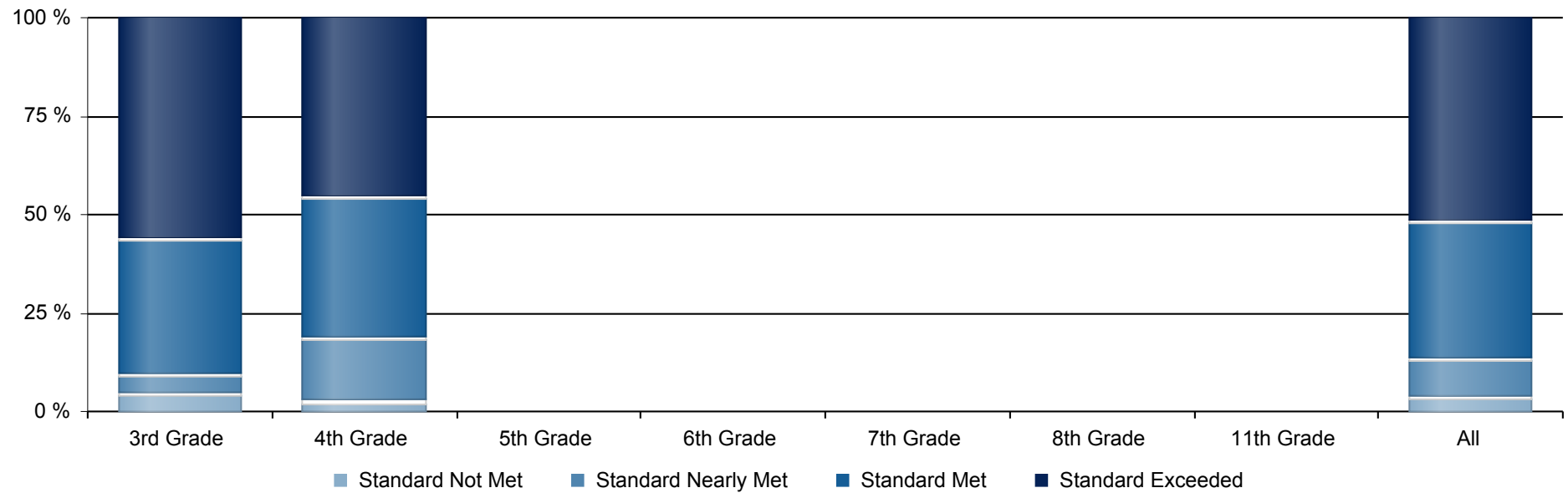


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	52 %	55 %	N/A	N/A	N/A	N/A	N/A	53 %
At or Near Standard	44 %	25 %	N/A	N/A	N/A	N/A	N/A	35 %
Below Standard	4 %	2 %	N/A	N/A	N/A	N/A	N/A	3 %

### English Language Arts/Literacy Area Achievement Level Descriptors

## MATHEMATICS

### Achievement Level Distribution



#### [Mathematics Achievement Level Descriptors](#)

#### All Students

#### Overall Achievement

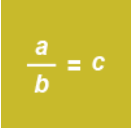
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	53	46	N/A	N/A	N/A	N/A	N/A	99
Number of Students Tested	52	45	N/A	N/A	N/A	N/A	N/A	97
Percent of Enrolled Students Tested	98.1 %	97.8 %	N/A	N/A	N/A	N/A	N/A	98.0 %

Number of Students With Scores	52	45	N/A	N/A	N/A	N/A	N/A	97
Mean Scale Score	2511.5	2550.8	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded	58 %	47 %	N/A	N/A	N/A	N/A	N/A	53 %
Standard Met	35 %	36 %	N/A	N/A	N/A	N/A	N/A	35 %
Standard Nearly Met	4 %	16 %	N/A	N/A	N/A	N/A	N/A	9 %
Standard Not Met	4 %	2 %	N/A	N/A	N/A	N/A	N/A	3 %

### Mathematics Scale Score Ranges

## Areas

### CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	83 %	60 %	N/A	N/A	N/A	N/A	N/A	72 %
At or Near Standard	13 %	29 %	N/A	N/A	N/A	N/A	N/A	21 %
Below Standard	4 %	11 %	N/A	N/A	N/A	N/A	N/A	7 %

### PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	63 %	58 %	N/A	N/A	N/A	N/A	N/A	61 %



At or Near Standard	31 %	38 %	N/A	N/A	N/A	N/A	N/A	34 %
Below Standard	6 %	4 %	N/A	N/A	N/A	N/A	N/A	5 %

## COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

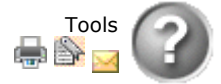


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	62 %	60 %	N/A	N/A	N/A	N/A	N/A	61 %
At or Near Standard	37 %	36 %	N/A	N/A	N/A	N/A	N/A	36 %
Below Standard	2 %	4 %	N/A	N/A	N/A	N/A	N/A	3 %

[Mathematics Area Achievement Level Descriptors](#)

## School Reports

Use the pull-down menus to find a wealth of demographic and performance data.



Select Report	Accountability (API/AYP/Performance) ▼	County	Alameda ▼
Year	2012-13 ▼	District	Alameda County Office of Education ▼
		School	Yu Ming Charter ▼

API Growth

API Base

AYP

Performance

**Academic Performance Index (API) - 2013 Growth**  
**Yu Ming Charter**  
(CDS code 01-10017-0124172)

Note: California is overhauling its student testing and school accountability systems. To learn more, see [Changes to California's K-12 Education System](#). Please visit the new Ed-Data website [Ed-Data.org](#) for the latest data and explanations.

California's public school students take part annually in statewide testing known as the Standardized Testing and Reporting ([STAR](#)) program, and schools are assigned an Academic Performance Index ([API](#)) based on results from STAR testing. Under the federal law known as No Child Left Behind (NCLB), from 2003 forward the API is also used to evaluate schools for Adequate Yearly Progress ([AYP](#)).

The following 2013 Growth API report, from data initially released early in the 2013-14 school year, shows results from tests given in spring 2012 (which established the baseline and growth targets) and spring 2013 (which measured if the growth target was met).

Click [here](#) for STAR test information on the CDE website.

## API Score, Ranks and Targets

Click on the underlined words below for more detailed information.

2013 API School Type	Small Elementary School	Schools are designated as elementary, middle, high or small (11 to 99 valid test scores).
Growth Information		
2013 Growth API	944	Scale of 200 to 1,000; calculated using the same formulas as 2012 Base API.
Met 2013 Growth Target	N/A	School did not have a valid 2012 API Base and there is no Growth or target information.
<a href="#">Subgroups Met Growth Target</a>	N/A	School did not have a valid 2012 API Base and there is no Growth or target information.
Base Information		
2012 <a href="#">Base API</a>	N/A	School did not have a valid 2012 API Base.
2013 <a href="#">Growth Target</a>	N/A	School did not have a valid 2012 API Base and there is no Growth or target information.
2013 <a href="#">API Target</a>	N/A	School did not have a valid 2012 API Base and there is no Growth or target information.
2012 <a href="#">Statewide Rank</a>	N/A	<a href="#">ASAM</a> schools, special education centers, and schools with no valid Base API score do not receive a statewide rank.
2012 <a href="#">Similar Schools Rank</a>	N/A	<a href="#">ASAM</a> schools, special education centers, schools with fewer than 100 valid STAR scores, and schools with no valid Base API score do not receive a similar schools rank.
2012 <a href="#">School Characteristics Index (SCI)</a>	N/A	SCI values typically range from 100 to 200. The SCI values primarily reflect student demographics and are associated with student performance on state tests. The 50 schools of the same type (i.e. elementary, middle, or high) with SCI values just above this school's SCI and the 50 schools of the same type with values just below form its comparison group of <a href="#">100 most similar schools</a> .
Note: N/A indicates data is not applicable or not available.		
Source: California Department of Education: Analysis, Measurement, and Accountability Reporting Division (API 2013 Growth file api13gdb dated 3/11/14; API 2012 Base file api12bdb dated 5/6/13 for statewide rank and similar schools rank)		

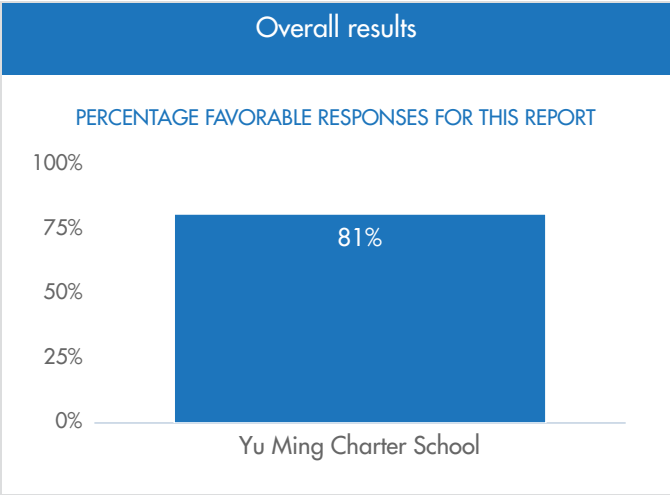
Student Subgroup Performance				
Student Subgroups	# Pupils	2013 API Growth	2012 API Base	Growth
Black or African American	2	--	--	--
American Indian or Alaska Native	0	--	--	--
Asian	19	930	--	--
Filipino	0	--	--	--
Hispanic or Latino	1	--	--	--
Native Hawaiian or Pacific Islander	0	--	--	--
White	6	--	--	--
Two or More Races	23	948	--	--
Other Subgroups				
Socioeconomically Disadvantaged	7	--	--	--
English Learners	2	--	--	--
Students with Disabilities	2	--	--	--
Total				
All Students Included in Growth API	51	944	B	B
<p>Note: Beginning with the release of the 2010 Base API, API scores are reported for all subgroups with 11 or more students. For previous years, API scores are reported only for subgroups that are numerically significant (i.e. with 100 pupils or 15% of total enrollment with at least 50 pupils with valid test scores). Regardless of whether or not an API score is reported, only subgroups that are numerically significant receive API growth targets.</p> <p>All subgroup data are missing if the district reported a potential data error in at least one student subgroup. Socioeconomically Disadvantaged, English Learners, and Students with Disabilities subgroups are missing API data if there was a decrease in the number of students in the group by at least 20 percent from the Base API to the growth API, or if the district reported a potential data error with one or more of these student groups.</p> <p>"B" means the school did not have a valid prior year Base API and will not have any growth or target information.</p> <p>"C" means the school had significant demographic changes and will not have any growth or target information.</p> <p>N/R indicates data not reported prior to 2008-09.</p> <p>The total number of students will not be equal to the sum of the subgroup student numbers since there is overlap in the Student Subgroups and the Other Subgroups.</p>				
Source: California Department of Education: Analysis, Measurement, and Accountability Reporting Division (API 2013 Growth file api13gdb dated 3/11/14)				

The complete API results and backup detail are on the [California Department of Education](#) web site. These include the API and growth target for the school as a whole and for ethnic and socioeconomic subgroups that are "numerically significant." You will also find details

# Report Summary

## Overall results

These are your aggregate results across all questions on the survey. They can help you get an idea of your overall performance.



For more details and to view other reports, visit [analytics.panoramaed.com/ymcs](https://analytics.panoramaed.com/ymcs)

## Question Results

### Question Text

Physical education

 No score for this question.

Music education

 No score for this question.

Math instruction

 No score for this question.

Science instruction

 No score for this question.

Social Studies instruction

 No score for this question.

History instruction

 No score for this question.

Additional support for English Language Arts instruction

 No score for this question.

Additional support for Mandarin Language Arts instruction

 No score for this question.

For more details and to view other reports, visit [analytics.panoramaed.com/ymcs](http://analytics.panoramaed.com/ymcs)

More individualized instruction for students

 No score for this question.

More support for students struggling academically

 No score for this question.

Arts education

 No score for this question.

In what ways have you contributed to fund development at Yu Ming? (Please check all that apply)

 No score for this question.

More support for academically high-achieving students

 No score for this question.

Increased use of technology in the classroom

 No score for this question.

Social and emotional support

 No score for this question.

Staffing for lunch and/or recess

 No score for this question.

Teaching of (or materials in) both traditional and simplified characters

 No score for this question.

Hands-on project-based learning (e.g., learning through projects that incorporate multiple subject areas)

 No score for this question.

Computer Science or Coding

 No score for this question.

Education for parents about language immersion programs and Yu Ming's curriculum

 No score for this question.

Participation in extracurricular teams e.g. sports and clubs

 No score for this question.

More Chinese Cultural studies to compliment the language immersion

 No score for this question.

More explicit teaching of global citizenship and environmental studies

 No score for this question.

More professional development training for staff on cultural competency

 No score for this question.

My child enjoys going to Yu Ming

**99%**  
RESPONDED  
FAVORABLY

My child feels safe at school

**98%**  
RESPONDED  
FAVORABLY

My child feels a sense of belonging at Yu Ming	97 % RESPONDED FAVORABLY
Overall, Yu Ming is a good place for my child to learn	97 % RESPONDED FAVORABLY
My contributions as a volunteer are appreciated	97 % RESPONDED FAVORABLY
The opportunities to volunteer at school are clear	96 % RESPONDED FAVORABLY
Please rate your overall satisfaction with Yu Ming Charter School: 0 = Completely Dissatisfied; 5 = Neutral; 10 = Completely Satisfied	96 % RESPONDED FAVORABLY
The school does a good job of teaching my child's core academic skills (e.g. math, reading)	96 % RESPONDED FAVORABLY
My child receives the support that she/he needs from teachers at the school	96 % RESPONDED FAVORABLY
Overall, I am satisfied with my child's academic progress	95 % RESPONDED FAVORABLY
I am aware of the channels for communication with the Teachers, Board and the Principal that are available to me	94 % RESPONDED FAVORABLY

For more details and to view other reports, visit [analytics.panoramaed.com/ymcs](http://analytics.panoramaed.com/ymcs)

My child has a close relationship with at least one adult at Yu Ming

**94 %**  
RESPONDED  
FAVORABLY

The information I receive from the school is useful, informative and timely

**94 %**  
RESPONDED  
FAVORABLY

The school has high standards for my child's academic achievement

**94 %**  
RESPONDED  
FAVORABLY

I am pleased with my child's math progress to date

**94 %**  
RESPONDED  
FAVORABLY

The school report cards provide me with meaningful information about my child's academic growth

**94 %**  
RESPONDED  
FAVORABLY

I read the emails from a Room Parent.

**93 %**  
RESPONDED  
FAVORABLY

How likely is it that you would recommend Yu Ming to other families? 0 = Not At All Likely ; 5 = Neutral ; 10 = Extremely Likely

**93 %**  
RESPONDED  
FAVORABLY

Yu Ming values the diversity of students' and families' backgrounds

**91 %**  
RESPONDED  
FAVORABLY

Every week I read the weekly newsletter from Yu Ming.

**91 %**  
RESPONDED  
FAVORABLY

The teaching style of my child's teachers match my child's learning style	91 % RESPONDED FAVORABLY
My child has access to support services that she/he needs	91 % RESPONDED FAVORABLY
The overall approach to discipline at Yu Ming is appropriate for my child	90 % RESPONDED FAVORABLY
I am pleased with my child's Mandarin progress to date	90 % RESPONDED FAVORABLY
Overall, I am satisfied with Yu Ming's parent engagement	89 % RESPONDED FAVORABLY
In the past year, how often have you visited your child's school?	89 % RESPONDED FAVORABLY
The school does a good job teaching my child life skills (e.g. responsibility, social skills)	89 % RESPONDED FAVORABLY
I am pleased with my child's English progress to date	89 % RESPONDED FAVORABLY
My child is comfortable asking for help from school adults.	89 % RESPONDED FAVORABLY

For more details and to view other reports, visit [analytics.panoramaed.com/ymcs](http://analytics.panoramaed.com/ymcs)

Overall, I am satisfied with the Principal's leadership of the school

**88 %**  
RESPONDED  
FAVORABLY

Have you met the 30-hour volunteer request for families at Yu Ming?

**86 %**  
RESPONDED  
FAVORABLY

Resource management (managing budget, facility, and other resources)

**86 %**  
RESPONDED  
FAVORABLY

My child's homework assignments enhance her/his learning

**86 %**  
RESPONDED  
FAVORABLY

Have you ever been involved in fund development activities at Yu Ming? Examples of involvement include: volunteering for fund development efforts, contributing financially to fund development, and participating in fund development events (read-a-thon, Gala, Saturday A's game).

**85 %**  
RESPONDED  
FAVORABLY

People management (attracting, developing, retaining a strong team)

**85 %**  
RESPONDED  
FAVORABLY

Instructional Leadership (creating a school culture, systems and practices to support students in achieving at high levels)

**84 %**  
RESPONDED  
FAVORABLY

Problem Solving (addressing all the daily challenges that arise in operating a school in a way that is aligned with the Yu Ming core values of ethical, resilient, compassionate and wise)

**84 %**  
RESPONDED  
FAVORABLY

The Parent Action Group provides a helpful forum for Yu Ming parents

**82 %**  
RESPONDED  
FAVORABLY

In the past year, how often have you discussed your child's school with other parents from the school?

**80 %**  
RESPONDED  
FAVORABLY

Community Leadership (developing relationships with all stakeholders and the broader community)

**80 %**  
RESPONDED  
FAVORABLY

Please indicate the degree to which you agree that Yu Ming's Board of Directors makes sound decisions about the direction of the school: 0 = Completely Disagree; 5 = Neutral; 10 = Completely Agree

**78 %**  
RESPONDED  
FAVORABLY

I read the emails from the Parent Action Group (PAG).

**76 %**  
RESPONDED  
FAVORABLY

In the past year, how often have you helped out at your child's school?

**59 %**  
RESPONDED  
FAVORABLY

I talk to other parents about the school during drop-off or pick-up.

**38 %**  
RESPONDED  
FAVORABLY

I visit the Parent Portal to find information.

**35 %**  
RESPONDED  
FAVORABLY

How often do you meet in person with teachers at your child's school?

**33 %**  
RESPONDED  
FAVORABLY

For more details and to view other reports, visit [analytics.panoramaed.com/ymcs](http://analytics.panoramaed.com/ymcs)

How involved have you been with a parent group(s) at your child's school?

30 %  
RESPONDED  
FAVORABLY

How involved have you been in fundraising efforts at your child's school?

29 %  
RESPONDED  
FAVORABLY

I talk to other parents about the school during non-school hours.

28 %  
RESPONDED  
FAVORABLY

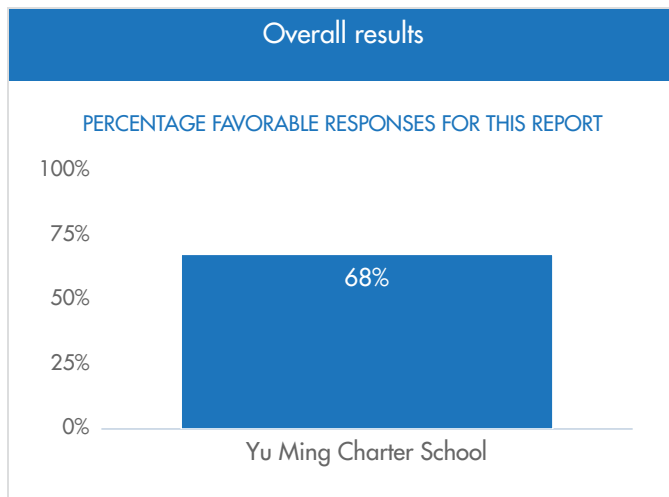
I visit [www.yumingschool.org](http://www.yumingschool.org) to find information.

25 %  
RESPONDED  
FAVORABLY

## Report Summary

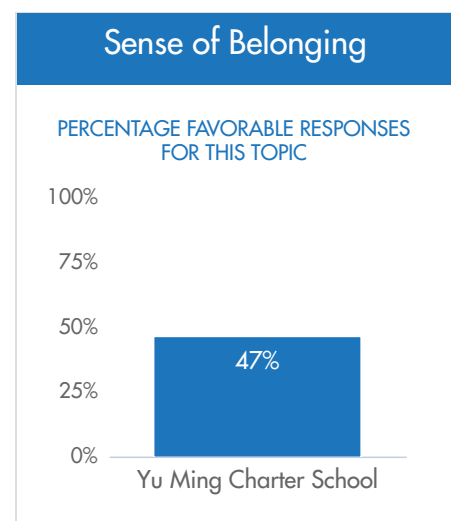
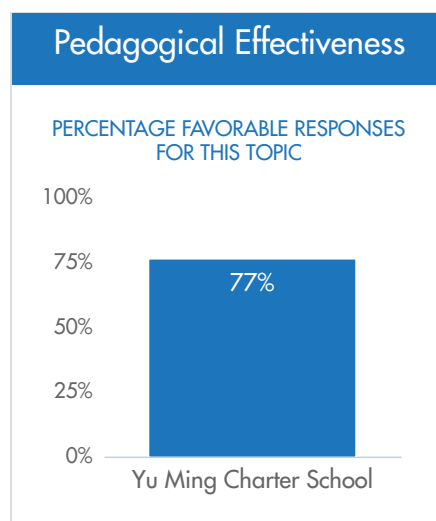
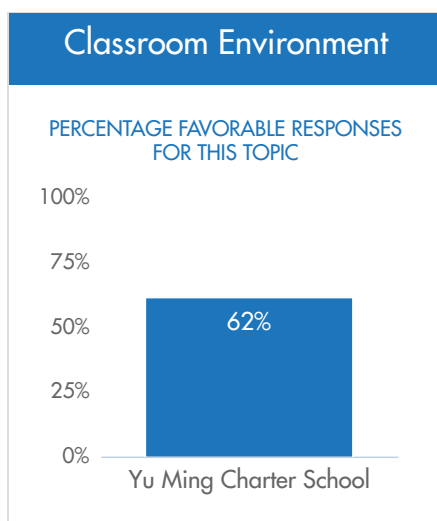
### Overall results

These are your aggregate results across all questions on the survey. They can help you get an idea of your overall performance.



### Topic results

These are your results broken down by topic. They can help you determine areas in which you received more or less favorable feedback.

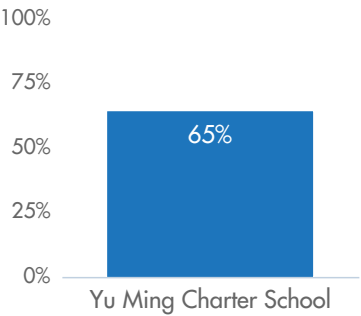


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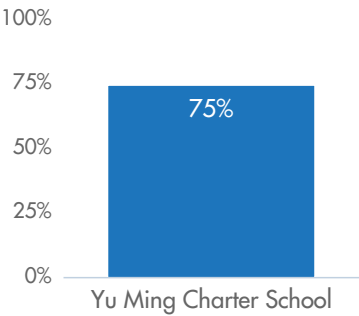
Student Engagement

PERCENTAGE FAVORABLE RESPONSES  
FOR THIS TOPIC



Supportive Relationships

PERCENTAGE FAVORABLE RESPONSES  
FOR THIS TOPIC



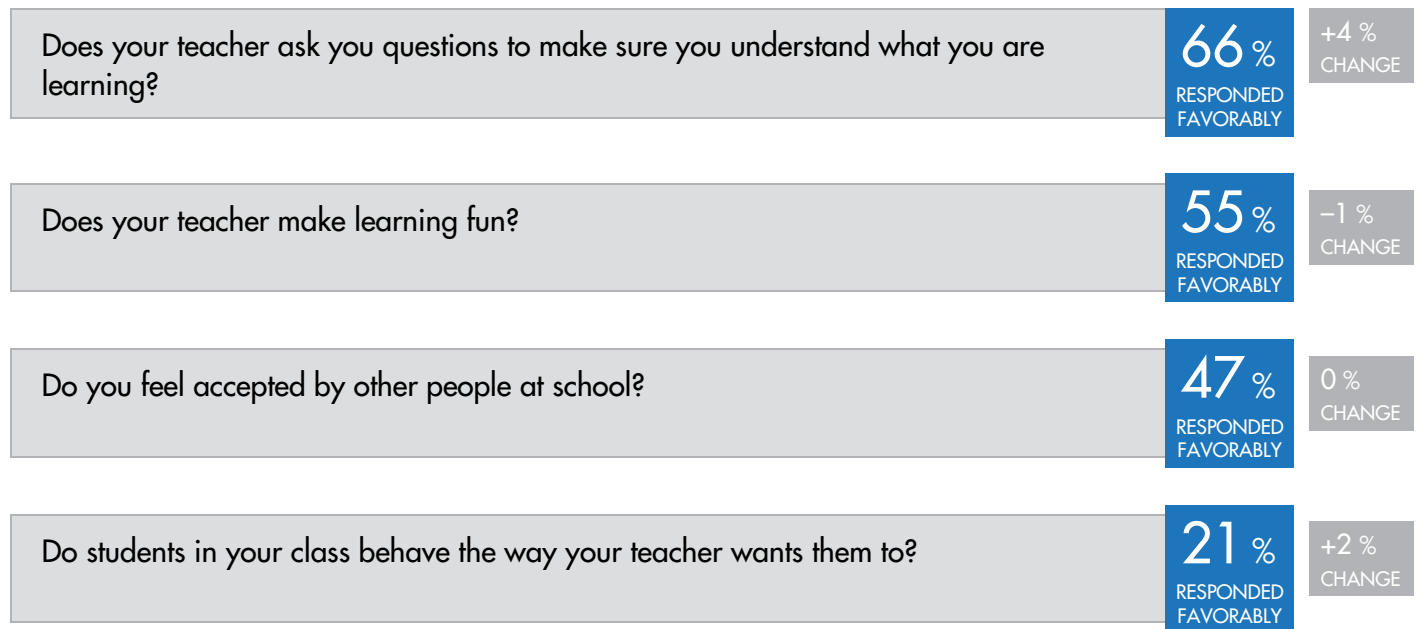
## Question Results

### Question Text

In your class, does your teacher show you how to fix your mistakes to do better next time?	89 % RESPONDED FAVORABLY	+15 % CHANGE
When students don't understand something, does your teacher try to help them understand it better?	83 % RESPONDED FAVORABLY	+6 % CHANGE
Do you learn a lot in this class?	82 % RESPONDED FAVORABLY	-3 % CHANGE
Does your teacher make you feel that she or he really cares about you?	80 % RESPONDED FAVORABLY	+4 % CHANGE
Does your teacher let your class know when you are doing a good job following the rules?	76 % RESPONDED FAVORABLY	+8 % CHANGE
Does your teacher listen to what you have to say when it is time to share your ideas?	74 % RESPONDED FAVORABLY	-4 % CHANGE
Do you feel you can ask your teacher for help when you need it?	73 % RESPONDED FAVORABLY	+1 % CHANGE
Does your teacher help you feel better when you are upset?	73 % RESPONDED FAVORABLY	+5 % CHANGE

For more details and to view other reports, visit [analytics.panoramaed.com/ymcs](http://analytics.panoramaed.com/ymcs)

## Yu Ming Charter School

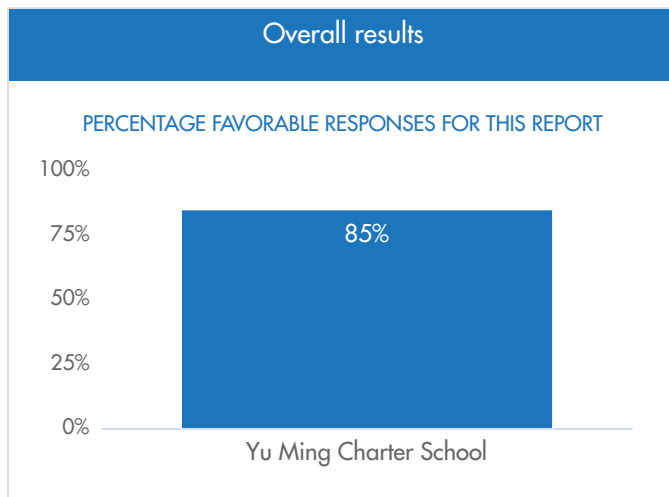


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# Report Summary

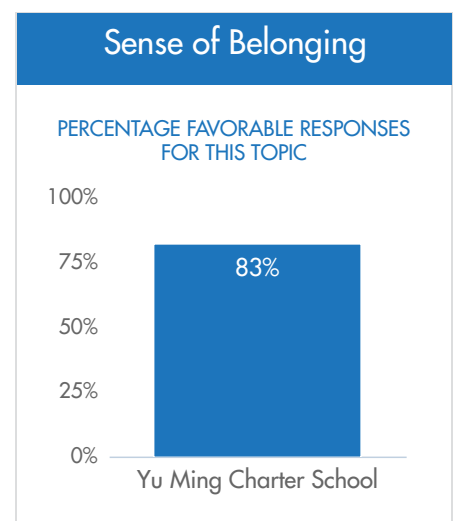
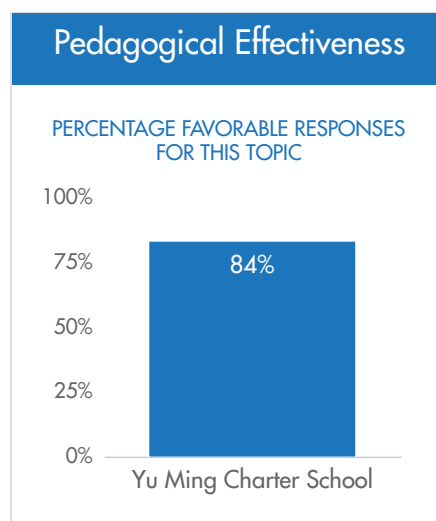
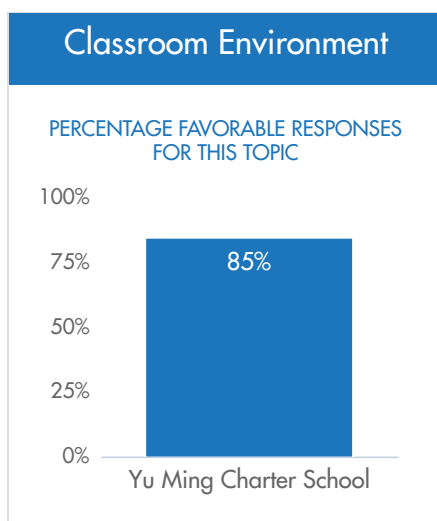
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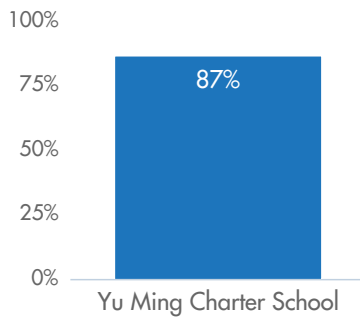
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## Yu Ming Charter School



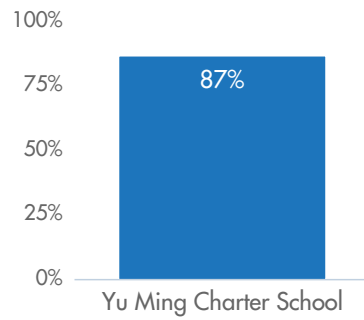
### Student Engagement

PERCENTAGE FAVORABLE RESPONSES  
FOR THIS TOPIC



### Supportive Relationships

PERCENTAGE FAVORABLE RESPONSES  
FOR THIS TOPIC



For more details and to view other reports, visit [analytics.panoramaed.com/ymcs](https://analytics.panoramaed.com/ymcs)

## Question Results

### Question Text

My teacher thinks I can do well in school.	95 % RESPONDED FAVORABLY	+3 % CHANGE
What I learn in my teacher's class is important for my future.	93 % RESPONDED FAVORABLY	+8 % CHANGE
My teacher explains things clearly.	90 % RESPONDED FAVORABLY	+2 % CHANGE
My teacher treats students with respect.	90 % RESPONDED FAVORABLY	+1 % CHANGE
I am learning new things in this class.	90 % RESPONDED FAVORABLY	+6 % CHANGE
I am proud of the work I do in this class.	88 % RESPONDED FAVORABLY	+10 % CHANGE
My teacher makes learning fun.	88 % RESPONDED FAVORABLY	+15 % CHANGE
If I don't understand something, my teacher will help me.	87 % RESPONDED FAVORABLY	+3 % CHANGE

For more details and to view other reports, visit [analytics.panoramaed.com/ymcs](http://analytics.panoramaed.com/ymcs)

My teacher cares about me.	87 % RESPONDED FAVORABLY	-4 % CHANGE
In this class, we learn a lot almost every day.	85 % RESPONDED FAVORABLY	-2 % CHANGE
The students in this class treat my teacher with respect.	85 % RESPONDED FAVORABLY	+21 % CHANGE
I feel comfortable asking my teacher for help.	83 % RESPONDED FAVORABLY	+3 % CHANGE
I feel accepted by other people at school.	83 % RESPONDED FAVORABLY	+12 % CHANGE
My teacher notices if I have trouble learning something.	79 % RESPONDED FAVORABLY	+7 % CHANGE
My teacher gives me feedback on my work.	78 % RESPONDED FAVORABLY	+4 % CHANGE
Most of the time, my classmates behave the way my teacher expects them to.	77 % RESPONDED FAVORABLY	+29 % CHANGE
Our class stays busy and doesn't waste time.	77 % RESPONDED FAVORABLY	+15 % CHANGE

For more details and to view other reports, visit [analytics.panoramaed.com/ymcs](https://analytics.panoramaed.com/ymcs)



My teacher shows us how what we’re learning is important, even outside of school.

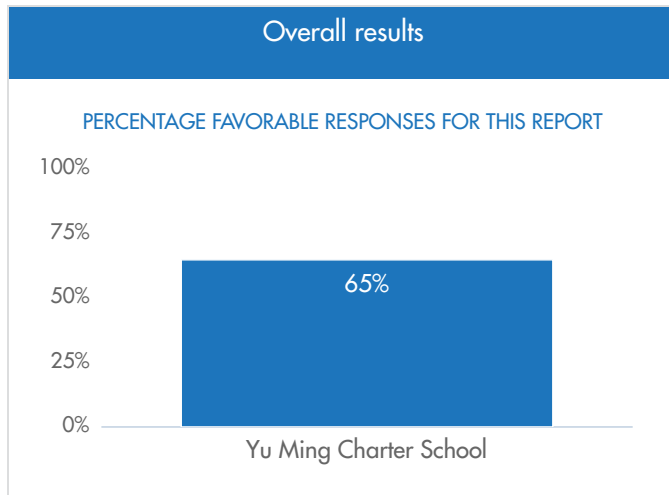
77 %  
RESPONDED  
FAVORABLY

+4 %  
CHANGE

# Report Summary

## Overall results

These are your aggregate results across all questions on the survey. They can help you get an idea of your overall performance.



For more details and to view other reports, visit [analytics.panoramaed.com/ymcs](http://analytics.panoramaed.com/ymcs)

## Question Results

### Question Text

On a scale of 1-10 (1 being "Not supported at all" and 10 being "Extremely supported"), how supported do you feel by your parents?	82 % RESPONDED FAVORABLY	NO PREVIOUS DATA
On a scale of 1-10 (1 being "Not supported at all" and 10 being "Extremely supported"), how supported do you feel by your colleagues?	82 % RESPONDED FAVORABLY	NO PREVIOUS DATA
My colleagues are committed to doing quality work.	77 % RESPONDED FAVORABLY	NO PREVIOUS DATA
On a scale of 1-10 (1 being "Not likely at all" and 10 being "Extremely likely"), how likely would you be to recommend Yu Ming to a friend or colleague as a place to work?	73 % RESPONDED FAVORABLY	NO PREVIOUS DATA
On a scale of 1-10 (1 being "Not supported at all" and 10 being "Extremely supported"), how supported do you feel by your administration?	68 % RESPONDED FAVORABLY	NO PREVIOUS DATA
At work, I have the opportunity to do what I do best every day.	68 % RESPONDED FAVORABLY	NO PREVIOUS DATA
My supervisor, or someone at work, seems to care about me as a person.	68 % RESPONDED FAVORABLY	NO PREVIOUS DATA
The mission of our school makes me feel my job is important.	68 % RESPONDED FAVORABLY	NO PREVIOUS DATA

For more details and to view other reports, visit [analytics.panoramaed.com/ymcs](https://analytics.panoramaed.com/ymcs)

I have a best friend at work.	64 % RESPONDED FAVORABLY	NO PREVIOUS DATA
In the past six months, someone at work has talked to me about my progress.	64 % RESPONDED FAVORABLY	NO PREVIOUS DATA
In the past year, I have had opportunities at work to learn and grow.	64 % RESPONDED FAVORABLY	NO PREVIOUS DATA
I know what is expected of me at work.	64 % RESPONDED FAVORABLY	NO PREVIOUS DATA
The school values the diversity of staff and faculty members' backgrounds.	59 % RESPONDED FAVORABLY	NO PREVIOUS DATA
There is someone at work who encourages my development.	55 % RESPONDED FAVORABLY	NO PREVIOUS DATA
I have the materials and equipment to do my work right	55 % RESPONDED FAVORABLY	NO PREVIOUS DATA
In the past seven days, I have received recognition or praise for good work.	52 % RESPONDED FAVORABLY	NO PREVIOUS DATA
At work, my opinions seem to count.	50 % RESPONDED FAVORABLY	NO PREVIOUS DATA

For more details and to view other reports, visit [analytics.panoramaed.com/ymcs](https://analytics.panoramaed.com/ymcs)

January 30, 2015

Ms. Laura Ross  
Principal  
Yu Ming Charter School  
1086 Alcatraz Ave.  
Oakland, CA 94608

Dear Ms. Ross:

The Accrediting Commission for Schools, Western Association of Schools and College is pleased to announce that candidacy status has been granted to Yu Ming Charter School, expiring on June 30, 2018.

Schools with candidacy status are required to prepare a progress report during the spring of the school year following the initial visit. The report should include the progress being made in meeting the recommendations of the Initial Visit Committee. Instructions for preparing and submitting this report will be provided to the school.

Prior to the end of this candidacy period, schools must complete a self-study assessment and submit a self-study report, including progress made in addressing the initial visiting committee recommendations. Self-study training will be provided and schools will be expected to have key staff participate in these training sessions. A Visiting Committee will conduct a site visit to review the school's self-study findings and supporting evidence, conduct classroom observations, and dialogue with all stakeholders. The committee will evaluate the school's programs and operations and the impact on student learning.

In order to gain a better understanding of the ACS WASC accreditation process during the candidacy period, we encourage schools to arrange for staff members to serve on ACS WASC Visiting Committees to other schools. A Volunteer Member Data Sheet is enclosed to allow you to apply for this opportunity.

The approval of candidacy status entitles you to use the following phrase on transcripts or in school advertising: **Candidate for Accreditation. Approved by the Accrediting Commission for Schools, Western Association of Schools and Colleges**, until such time as the school has been granted accreditation or candidacy has either lapsed or been denied. The school is NOT authorized to use the word “accredited” or “accredited by” until accreditation has been granted by the Commission. Candidate schools MAY NOT use the ACS WASC logo or ACS WASC accreditation stamp on transcripts or school advertising.

If you choose to disclose your candidacy status in any communications with the public, you must specify the programs or grade levels which are covered by the candidacy status. You must also include the name, address and website of the Accrediting Commission for Schools in the same communication. The information to include is:

Accrediting Commission for Schools  
Western Association of Schools and Colleges  
533 Airport Blvd., Suite 200  
Burlingame, CA 94010  
[www.acswasc.org](http://www.acswasc.org)

Again, welcome to the ACS WASC family. We believe that ACS WASC can support you in adding value to the education of the students whom you serve. Please contact us if you have questions or if we can be of further assistance.

Sincerely,



Fred Van Leuven, Ed.D.  
Executive Director

Enclosures: Initial Visit Visiting Committee Report  
Volunteer Member Data Sheet

cc: Chairperson, Initial Visit Committee  
Superintendent

# Accrediting Commission for Schools Western Association of Schools and Colleges

533 Airport Boulevard, Suite 200 Burlingame, California 94010

(650) 696-1060 Fax (650) 696-1867

speterson@acswasc.org www.acswasc.org

FRED VAN LEUVEN, Ed.D.  
EXECUTIVE DIRECTOR

MARILYN S. GEORGE, Ed.D.  
ASSOCIATE EXECUTIVE DIRECTOR

## INITIAL VISIT VISITING COMMITTEE REPORT — CALIFORNIA PUBLIC SCHOOLS

This form is to be used in conjunction with the *ACS WASC Initial Visit Procedures Manual for California Public Schools* and is to be used for all California Public and California Charter Schools. Note: Criteria A7 and A8 pertain only to California Charter Schools.

### Part I

Name of School: Yu Ming Charter School

School Address: 1086 Alcatraz Avenue Oakland, CA 94608

Grades Reviewed K-4

School Type(s): Charter School

Comprehensive, Community Day School, Alternative Education/Continuation, Independent Study, Charter School, Home Study, Online Distance Learning, etc. (if more than one school type, list approximate percentages)

Initial Visit Chair: Peg Hauselt

Initial Visit Team Member(s): Dennis Berger

Date of Visit: December 16, 2014

**IMPORTANT: This recommendation is CONFIDENTIAL. It should NOT be given to the school.**

## Introduction

Write a paragraph summarizing the important information found in Part I and II of the *Initial Visit Application/School Description for California Public Schools*.

Yu Ming Charter School in Oakland, a California nonprofit benefit corporation, opened the school in 2011 and has plans to be a K-8 school that provides a challenging and comprehensive college preparatory education preparing students to be bilingual and bi-literate in Mandarin Chinese. Currently the school has enrolled students in grades K-4, each year adding another grade level. Current enrollment is 257 students: 52 kindergarteners, 54 first graders, 52 second graders, 52 third graders, and 47 fourth graders.

The school's program is a two-way dual immersion. 50% of the incoming kindergarten class is near native Mandarin speaking and 50% is not Mandarin speaking. From kindergarten to second grade, students spend 90% of their learning time in Mandarin and only 10% of their time in English. In grade 3 the program moves to 70% Mandarin and 40% English. In the 5th grade, the program becomes 50/50.

The school is in the middle of Oakland Chinatown in a transitional residential neighborhood surrounded by single homes, a few apartment buildings and some cafes and shops. K-2 grades are housed in a property leased by St Columba Church, and grades 3 and 4 are on a second campus two blocks across the street in a property leased from Oakland Unified School District.

Last year the student population was 10% African-American, 40% Asian, 4% Hispanic or Latino, 9% white, 37% two or more races, 10% Socioeconomically Disadvantaged, 7% English Learners, and 2% Students with Disabilities. Student population is approximately 50/50 boys and girls.

In May 2013, Yu Ming's second grade class took the CST STAR assessments in English Language Arts and in Mathematics. The average Yu Ming math score was 476.1 compared with 380 statewide and 393.5 in Alameda County. All Yu Ming's math scores fell in the advanced or proficient categories. The average ELA score for the school was 390.6 compared with 357.5 statewide and 368. in Alameda County. Seventy eight percent of the scores were advanced or proficient, 18 % were basic, and 4% were below basic. After piloting the Northwest Measures of Academic Progress (NWEA MAP) assessment program last year, the students are now assessed three times a year using MAP, and three times a year one on one using the Developmental Reading Assessment (DRA) for English. Although the program is Mandarin immersion, the school expects students to out perform their peers at traditional schools in all core subjects while mastering Mandarin Chinese.

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## Category A: Organization

**A1. Vision and Purpose Criterion:** To what extent does the school have a clearly stated vision or purpose based on student needs, current educational research, and the belief that all students can achieve at high levels? Supported by the governing board and the central administration, to what extent is the school's purpose further defined by schoolwide learner outcomes and the academic standards? To what extent do the schoolwide learner outcomes stress attainment of the academic standards?

### **Selected statements from the school application (optional):**

The program sets very high academic goals both in terms of breadth and depth of learning.

These goals are reflective in the school's annual "Schools Goals" document which covers three general areas: student outcomes, school climate and culture, and school growth and stability.

The School Goals document is developed every year at the Board's Summer Retreat. . . . student outcome goals are established using the previous year's data as a baseline and building in an ambitious but attainable measure for growth.

### **Visiting Committee comments:**

The overall vision and mission of the school seems to be well defined, and helps establish goals for all students.

The mission of the school is:

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

Core values are Ethical, Persevering, Compassionate, and Wise. At the same time the school The school also uses the CARES framework from the Responsive classroom model and has CARES posters around campus. CARES stands for cooperation, assertion, responsibility, empathy, and self-control. Since both CARES and Core Values are used as expected learner outcomes, the school is in the process of deciding which will be those that could be more clearly defined as schoolwide learner outcomes and that will be measurable.

**A2. Governance Criterion:** To what extent does the governing board (a) have policies and bylaws aligned with the school's purpose, and that support the achievement of the schoolwide learner outcomes and academic standards based on data-driven instructional decisions; (b) delegate implementation of these policies to the professional staff; and (c) monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

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**Selected statements from the school application (optional):**

Every member of the Board understands that the Board's responsibility is to govern not to handle day to day management of the school.

**Visiting Committee comments:**

The school has established policies and bylaws which are aligned with the school's purpose. Measurable goals are established each year by the Board based partly on analysis of prior years data. Annual goals also address school climate and culture and school growth and sustainability.

The Board is currently made up of 11 members (there must be a minimum of 5), some of whom are from the "Founding Families." The Board actively recruits new members who have specific skills that would benefit the work of the school board. For example, the school is in the process of finding a new location. To help prepare them for this task, one of the board members has expertise in real estate. There is clear written policy for the composition of the Board and its selection.

Although there have been some challenges in the first years, the Board President and members with whom the Visiting Committee met understood that their responsibility is to set policy and to let the principal implement the policy.

The Board has formed several committees, one of which is the Education Committee. This committee is chaired by a Board member and is charged with monitoring and evaluating the education program at the school. It meets regularly with the Principal, provides support and guidance as needed, and reports on progress to the Board.

Another Board Committee is the Compensation Committee, which among other duties conducts a formal evaluation of the Principal which considers input from all stakeholders as well as data related to student outcomes.

**A3. Leadership and Staff Criterion:** Based on student achievement data, to what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards? To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

**Selected statements from the school application (optional):****Visiting Committee comments:**

The leadership and staff attempts to use a wide variety of data, both summative and formative to make decisions in terms of improving student learning and instructional programs. Governing groups that make decisions attempt to involve all stakeholders at the school.

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Annually the Board establishes the School Goals (schoolwide action plan) based on data from the previous year. All stakeholder groups are provided the opportunity to provide input, after which some of the goals may be adjusted.

There is no means to measure the schoolwide learner outcomes.

**A4. Qualified Staff Criterion:** To what extent does a qualified staff facilitate achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

**Selected statements from the school application (optional):**

All members of staff are credentialed. Some teachers are recruited from overseas, and some from other states.

**Visiting Committee comments:**

All teachers are teaching within their subject areas. Two members are teaching with temporary permits. All new, qualified teachers are enrolled in BTSA. The school is working on establishing a mentoring program for new staff members.

The school faces a challenge when hiring new staff. All Mandarin teachers must be native speakers and have California credentials. This limits the pool of available teachers. It also presents some interesting challenges as these teachers learn the culture of the school community.

Yu Ming claims a high retention rate for teachers as a major strength. When asked, the school did not present a percentage. There have been some changes, not all teachers were a good fit with the school. Staff is also changing with the addition of a new grade and the necessary teachers for that grade each year.

**A5. Ongoing Professional Development Criterion:** How does the school ensure that the leadership and staff are involved in ongoing professional development that focuses on identified student learning needs?

**Selected statements from the school application (optional):**

**Visiting Committee comments:**

The school has an on-going professional development program that is scheduled though out the school year on early release day every Friday. In addition each teacher has a professional action which he/she develops with the help of the Director of Instruction and Curriculum. Each teacher will set their own SMART goals for each trimester.

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The teachers have received training in Responsive Classroom and there was evidence of these instructional strategies in the classroom. Members of the staff have received training in the Common Core Standards, and the teachers meet regularly as they continue to implement the standards.

**A6. Resources Criterion:** To what extent are the human, material, physical, and financial resources sufficient and used effectively to support students in accomplishing the academic standards and the expected schoolwide learning results?

**Selected statements from the school application (optional):**

This year the school completed our first LCAP. This document provides an ideal structure and process for ensuring resources are aligned to the needs of the school through spending and action plans.

**Visiting Committee comments:**

In its fourth year, the school has had sufficient resources. Facilities are a concern. As the school grows and needs more space, the current facilities will not be adequate in another year. Even now, the school occupies two sites within two blocks of each other. There is a committee working on finding a permanent site for a K-8 program.

In addition to state funds, the school relies on fundraising. A current Board members indicated that each year the school must raise \$12,000 -\$13,000 a student. As more grades are added, the total needed increases also. They are confident that they will be able to continue raising the necessary funds.

**NOTE: CRITERIA A7 AND A8 APPLY ONLY TO CHARTER SCHOOLS.**

**A7. Resource Planning and Fiscal Health Criterion:** To what extent has the charter school governing authority and the school leadership executed responsible resource planning for the future? Is the charter school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

**Selected statements from the school application (optional):**

The school has had a reserve fund at the end of every year of operation. This year the end of the year reserve fund is predicted to be in excess of \$500K.

**Visiting Committee comments:**

Ed Tec has provided back office support since the school opened in 2011. This year Ed Tec provides full services, with financial updates at every board meeting.

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The school has been conservative in the use of the start-up funds from the state, apportioning them so as to last through the addition of the 8th grade. The state funds are augmented by fund raising. All stakeholders reported to the Visiting Committee that they are confident that they will be able to continue to meet any needs.

The school is solvent. The school has an annual audit conducted by an outside entity.

**A8. Operational Standards and Procedures Criterion:** To what extent has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

**Selected statements from the school application (optional):**

The school has a financial policy, approved by the Yu Ming Charter School board that meets state laws and provides safeguards against fraud.

**Visiting Committee comments:**

The school has the necessary policies and procedures. All purchases over \$5,000 must be approved by the Principal and the Board Chairman. A financial report is presented to the Board every month.

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## **Category B: Standards-based Student Learning: Curriculum**

**B1. Standards-Based Curriculum Criterion:** How does the school ensure that all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes?

### **Selected statements from the school application**

#### **Visiting Committee comments:**

Teachers use California Content Standards applicable to their grade when planning curriculum maps during the summer. Standards aligned writing assignments and reading assignments are used. The school report card is also standards based, measuring clusters of standards within each subject area. The school has adopted CCSS aligned materials. The school has worked to identify gaps in the curriculum and is seeking appropriate supplementary materials. They are particularly looking for materials in Mandarin.

The school uses a combination of Writers Workshop and the Shared Inquiry program by The Greater Books Foundation. Singapore Math is used and the school is looking at three other alternative curriculum for next year. Supplemental sources include “Math Pathways and Pitfalls.” In Science, Yu Ming has adopted a program based on National Geographic Science Standards and uses Full Option Science System (FOSS) units developed by Lawrence Hall of Science.

Some of the staff is taking part in professional development that addresses Common Core alignment. The staff “Common Core and SBAC” task force focuses on this curriculum alignment. Staff formally works on the implementation of the Common Core on the 3rd Friday of each month.

The school is in the process of more clearly determining which are of two lists of values will be their comprehensive schoolwide learner outcomes. At present, there is no means to measure the accomplishments of these values. These two lists are the Core Values and CARES.

Just recently Yu Ming hired a Director of Curriculum and Instruction and also now has a Director of Professional Development. The Education task force also helps to oversee the instruction.

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**B2. Student Access Criterion:** How does the school ensure that all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

**Selected statements from the school application (optional):**

**Visiting Committee comments:**

As an elementary school with two classes at each grade level, all students have access to the school's entire program. Formative and summative assessments provide teachers timely performance levels. Results from these assessments are used to identify gaps in learning for the class and for individual students. Every two weeks students take an end of unit Math test and a Mandarin dictation test.

Teachers use a variety of support strategies that include teaching aides, differential or modified assignments, and referral to the Student Study Team to provide support for students when appropriate.

The vision of the school is that students will be bilingual and biliterate. There is constant monitoring of students. Additional help is given to students that may need it.

**B3. Graduation Criterion:** How does the school ensure that upon completion of the high school program, students will be able to meet all the requirements of graduation? List (or attach) the graduation requirements of the school.

**Selected statements from the school application (optional):**

**Visiting Committee comments:**

At this time the school only offers grades K-4. When fully established as a K-8, this criterion of high school graduation is not applicable. The school's stated goal is to provide an academically rigorous college preparatory program. Its role is more appropriately to prepare students to take and be successful in a rigorous program at the high school level. The culture of the school and the expectation that students will out perform their peers at traditional schools in the core subject areas would lead one to assume that Yu Ming students would be fully prepared to move into high school. This goal was stated by the Board members and the parents.

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## **Category C: Standards-based Student Learning: Instruction**

**C1. Challenging Learning Experiences Criterion:** To achieve the academic standards and the schoolwide learner outcomes, how does the school ensure that all students are involved in challenging learning experiences?

**Selected statements from the school application (optional):**

In Mandarin we have set a graduating goal of Advanced...according to the ACTEL proficiency guidelines that measure all four skill areas: reading, writing, speaking and listening. Our expectation is that we graduate students who are bilingual and biliterate in Mandarin and English.

**Visiting Committee comments:**

As an elementary school with two classes at each grade level, all students have access to the school's entire program.

Previous ELA and Math CST performance scores have been used to establish the School Goals for the next year. Input is given by all stakeholder groups. These goals are communicated to the staff and students. The Education task force helps to oversee the instruction.

The staff has received training in the Responsive Classroom and used the CARES values while working with students. Types of instructional strategies that were observed by the Visiting Committee included but not limited to guest lecture in an English class, cooperative learning, students working at their desks individually, story reading by the teacher, teacher directed math lesson with students working on individual papers with constant checks for understanding, and students responses in a Mandarin class. Students were actively involved.

This year the school has begun training on Universal Design for Learning. These strategies are to help meet the needs of students with IEPs and special needs. Students facing academic or behavioral challenges in school are given modifications and differentiation, then may be referred to the School Child development Specialist who will convene the Student Study Team. Yu Ming also has a Special Education Coordinator who oversees these services.

In Language the school also has both a Mandarin Literacy Coach and an English Reading Coach. These coaches offer both push in/pull out support for students.

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**C2. Strategies and Resources Criterion:** To what extent does the school ensure that all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

**Selected statements from the school application (optional):**

The school partners “with the YMCA for PE, Museum for Children’s Art for art and Oakland Youth Chorus for music” and “uses a wide range of online resources to enrich the learning of core subjects.” At every grade level our students attend 4-6 field trips that are aligned to the curriculum.

**Visiting Committee comments:**

Dream box adaptive software for Math is used every week across grade levels. Students may access this from home and gives a differentiated approach.

Field trips include Science trips to the CAL Academy of Science and the Peking Acrobats.

The recently hired Director of Curriculum and Instruction and the Professional Development Director will have responsibility of overseeing the variety and success of instructional strategies.

There is some technology in the school. In addition to a computer lab, some teachers have LCD projectors, small ipads for the students to use, and document readers. All teachers have access to a computer.

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## **Category D: Standards-based Student Learning: Assessment and Accountability**

**D1. Data Collection and Analysis Criterion:** To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

**Selected statements from the school application (optional):**

We use a range of self-developed assessments and externally, nationally used validated assessments like MAP (for math and English); the DRA (for English reading); and ELLOPA (for Mandarin oral proficiency). (Developmental Reading Assessment, Northwest Evaluation Association's Measures of Academic Progress, and Early Language Listening and Oral Proficiency)

**Visiting Committee comments:**

In addition to those assessments indicated in the above quote, the school has used the CST results, has six annual Common Writing Assignments and assess students one on one using the DRA for English. Every two weeks students take an end of unit math test and a Mandarin dictation test.

**D2. Variety of Assessment Strategies Criterion:** How does the school ensure that all teachers employ a variety of strategies to evaluate student learning? How does the school ensure that the students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

**Selected statements from the school application (optional):**

**Visiting Committee comments:**

There are a number of school-wide assessment strategies that teachers are expected to use as mentioned above. The 3rd Friday professional development time is dedicated to assessment marking and assignment prep based on the results of the assessments. Also teachers check the alignment for vertical and horizontal alignment.

Minimum testing requirement by teachers are a dictation test every two weeks, Mandarin writing and reading fluency test at the end of each trimester, and both the DRA and the MAP are given three times a year. Teachers are expected to keep a folder of student results with student work samples to bring to the teacher evaluation meetings.

Student, parent, and staff help define the needs of the school regarding school climate and culture, facilities, and collaboration.

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**D3. Review of Student Progress Criterion:** To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the schoolwide learner outcomes?

**Selected statements from the school application (optional):**

The Board and the school's authorizer, Alameda County of Education, both formally monitor the school performance data.

**Visiting Committee comments:**

Assessment data is monitored by the teachers, the principal, the Board, and parents. Assessment data is used to determine the School Goals at the beginning of the school year. It is also reviewed during the teacher evaluation meetings.

There is no measurement tool to assess the schoolwide learner outcomes.

**D4. Assessment of Student Achievement Criterion:** To what extent does the assessment of student achievement in relation to the academic standards and the schoolwide learner outcomes drive the school's program, its regular evaluation and improvement, and the allocation and usage of resources?

**Selected statements from the school application (optional):**

Data from student assessments including data from sub-populations such as ELL is the biggest driver when making school-wide decisions.

**Visiting Committee comments:**

Assessment of student achievement is one driver of the school's program. Resources are allocated in some regard based on this assessment. An example, the decision to hire a reading coach was based on the number of ELL and other students performing below grade level in English reading.

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## Category E:

### School Culture and Support for Student Personal and Academic Growth

**E1. Parental and Community Involvement Criterion:** To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

**Selected statements from the school application (optional):**

#### Visiting Committee comments:

The school has a volunteer requirement of 30 hours per year per family. Numerous opportunities exist that include class room support, lunch duties, field trip chaperon, website development, and fundraising events. For those who are unable to volunteer during school hours there are opportunities in Finance, Fundraising, Facilities, Enrollment, Cultural Competence, Hiring, Communications, Translation, Library, Teacher Appreciation, Garden, Social/Events. and Community Outreach. A volunteer coordinator helps to connect parent talents and abilities to the school needs.

Parents may also serve on the Parent Action Committee, the Cultural Competence Committee and the Educational Advisory Cabinet. The Parent Action Committee acts in the traditional role of a PTO/PTA. The Cultural Competence Committee focuses on the climate of the school and the diversity of the school population. They also serve as a conduit with the school for parents who are more hesitant when approaching the school.

Parents play a large role in fund raising. The school supplements state funds with funds raised by parents. Each year the school must fund raise \$12-13,000 per student per year.

There has also been an effort to seek Board candidates who do not have children at Yu Ming but who possess talents that would help the school.

Parents provide input in the annual parent survey and during the LCAP process. Teachers send home a weekly newspaper. Each year they have to opportunity to review the School Goals.

**E2. Culture Criterion:** To what extent does the school ensure that it is a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement?

**Selected statements from the school application (optional)**

The staff models “the values we expect from our students. We are Responsive Classroom train and use the CARES framework when speaking to students.”

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**Visiting Committee comments:**

The two sites are safe, clean and orderly. The school will only occupy these site this year and next because it will be inadequate when additional grades are added. Classrooms exhibit numerous examples of student work to help promote high expectations for all students.

The school promotes a positive school climate, and there are two staff task forces - “Student Climate and Culture” and “Staff Climate and Culture.”

Communication methods include email accounts for all staff members, professional development every Friday, and teachers’ weekly newsletters and web pages.

In its fourth year, Yu Ming has committees and task forces that are monitoring the different aspects of the school all with the focus of school improvement.

**E3. Student Academic Support Criterion:** To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

**Selected statements from the school application (optional):****Visiting Committee comments:**

Students do not have individual learning plans but they are closely monitored. There are a number of support systems to assist students that include Student Study Team, Mandarin Literacy Coach, English Literacy Coach, Child Development Specialist, Special Education Coordinator, and classroom aides.

**E4. Student Personal Support Criterion:** To what extent do all students have access to a system of personal support services, activities, and opportunities at the school and within the community?

**Selected statements from the school application (optional):**

Every student at Yu Ming has complete access to every aspect of the curriculum, including enrichment, field trips, special education, languages, and technology.

**Visiting Committee comments:**

The small student population means that students have access to all the school offers. As the school recognizes a student need, it tries to address that need.

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**Other areas to which the school has responded or to which the committee wishes to respond.**

**Selected statements from the school application (optional):**

**Visiting Committee comments:**

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# Ongoing School Improvement

## Schoolwide Areas of Strength

1. A strong parent community that is committed to the success of students at Yu Ming Charter School.
2. A clear vision and mission that promotes all students becoming bilingual and biliterate in Chinese and Mandarin
3. A responsive, enthusiastic staff dedicated to the goal of fostering bilingual, bi-literate students
4. A school community that practices a model of shared decision-making involving parents, staff, students, board, and community members through numerous committees and opportunities for input on a variety of school issues, policies, and goals.

## Critical Areas for Follow-up

1. The Board, Principal, staff and parents continue to develop and implement plans for the expansion of the school to include grades K-8, addressing the needs of students in each grade level.
2. The Board, Principal and parents develop a funding plan that is continuous and provides for an expanding enrollment.
3. The Board with input from Principal and parents address the urgent need for a permanent facility that will be able to house the growing student population and will provide appropriate facilities for a students of all grade levels, including those specific to planned Middle School grades such a science labs, computers lab, library, and physical education facilities.
4. The Board, Principal, staff and parents continue to address the need to attract a more racially and socio-economically diverse student population. This might include the hiring of an outreach consultant, diversity training for staff, and restructuring the Cultural Competence Committee to include parents and staff.
5. Principal, staff, Director of Curriculum and Instruction, and Director of Professional Development complete the transition to full implementation of the Common Core Standards in all grades. This should include appropriate staff development and the acquisition of materials in Mandarin and English as needed.
6. The Board, Principal, staff, and parents clarify the schoolwide learner outcomes for Yu Ming Charter School and develop and implement a means to measure the attainment of those outcomes for each student.
7. The Principal together with the Director of Curriculum and Instruction and the Director of Professional Development with Board oversight continue to implement, develop and monitor policies essential to the smooth operation of the school. Examples would include such policies as student discipline and teacher evaluation and compensation.
8. The Principal and the Director of Curriculum and Instruction develop and implement a system of data analysis and disaggregation that results makes the analysis more readily available to use by staff and community.

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7. The Principal together with the Director of Curriculum and Instruction and the Director of Professional Development with Board oversight continue to implement, develop and monitor policies essential to the smooth operation of the school. Examples would include such policies as student discipline and teacher evaluation and compensation.
8. The Principal and the Director of Curriculum and Instruction develop and implement a system of data analysis and disaggregation that results makes the analysis more readily available to use by staff and community.

**Yu Ming SBAC Comparasion Based on Local Neighborhood School of Current 4th and 5th Grade students (which took the SBAC last year as 3rd and 4th graders)**

*Note: the analysis was conducted with actual street addresses, which are not included in this presentation to protect student privacy*

SBAC Scores of Local School									
CITY	STATE	ZIP	Local Elementary	ELA Meets	ELA Meets		Math Meets	Math Meets	
					Exceeds	or Exceeds		Exceeds	Exceeds
Alameda	CA	94502	BAY FARM	37%	39%	76%	29%	36%	65%
Alameda	CA	94501	DONALD LUM	29%	31%	60%	33%	30%	63%
Alameda	CA	94501	DONALD LUM	29%	31%	60%	33%	30%	63%
Alameda	CA	94502	EARHART	31%	45%	76%	36%	41%	77%
Alameda	CA	94501	EDISON	26%	44%	70%	30%	39%	69%
Alameda	CA	94501	FRANKLIN	31%	32%	63%	34%	26%	60%
Alameda	CA	94501	FRANKLIN	31%	32%	63%	34%	26%	60%
Alameda	CA	94501	HAIGHT	28%	17%	45%	21%	15%	36%
Alameda	CA	94501	HAIGHT	28%	17%	45%	21%	15%	36%
Alameda	CA	94501	HAIGHT	28%	17%	45%	21%	15%	36%
Alameda	CA	94501	OTIS	25%	42%	67%	29%	40%	69%
Alameda	CA	94501	OTIS	25%	42%	67%	29%	40%	69%
Alameda	CA	94501	OTIS	25%	42%	67%	29%	40%	69%
Alameda	CA	94501	OTIS	25%	42%	67%	29%	40%	69%
Alameda	CA	94501	PADEN	34%	27%	61%	25%	30%	55%
Alameda	CA	94501	PADEN	34%	27%	61%	25%	30%	55%
Alameda	CA	94501	RUBY BRIDGES	28%	14%	42%	24%	13%	37%
Alameda	CA	94501	RUBY BRIDGES	28%	14%	42%	24%	13%	37%
Alameda	CA	94501	RUBY BRIDGES	28%	14%	42%	24%	13%	37%
Alameda	CA	94501	RUBY BRIDGES	28%	14%	42%	24%	13%	37%
Alameda	CA	94501	RUBY BRIDGES	28%	14%	42%	24%	13%	37%
Albany	CA	94706	ALBANY AVERAGE	31%	42%	73%	33%	37%	70%
Albany	CA	94706	ALBANY AVERAGE	31%	42%	73%	33%	37%	70%
Albany	CA	94706	ALBANY AVERAGE	31%	42%	73%	33%	37%	70%
Albany	CA	94706	ALBANY AVERAGE	31%	42%	73%	33%	37%	70%
Albany	CA	94706	ALBANY AVERAGE	31%	42%	73%	33%	37%	70%
Berkeley	CA	94708	CENTRAL ZONE	24%	38%	62%	25%	34%	60%
Berkeley	CA	94708	CENTRAL ZONE	24%	38%	62%	25%	34%	60%
Berkeley	CA	94707	CENTRAL ZONE	24%	38%	62%	25%	34%	60%
Berkeley	CA	94703	CENTRAL ZONE	24%	38%	62%	25%	34%	60%
Berkeley	CA	94709	CENTRAL ZONE	24%	38%	62%	25%	34%	60%
Berkeley	CA	94703	CENTRAL ZONE	24%	38%	62%	25%	34%	60%
Berkeley	CA	94708	CENTRAL ZONE	24%	38%	62%	25%	34%	60%
Berkeley	CA	94709	CENTRAL ZONE	24%	38%	62%	25%	34%	60%
Berkeley	CA	94703	CENTRAL ZONE	24%	38%	62%	25%	34%	60%
Berkeley	CA	94708	CENTRAL ZONE	24%	38%	62%	25%	34%	60%
Berkeley	CA	94708	CENTRAL ZONE	24%	38%	62%	25%	34%	60%
Berkeley	CA	94708	CENTRAL ZONE	24%	38%	62%	25%	34%	60%
Berkeley	CA	94707	NORTHWEST ZONE	29%	34%	63%	26%	38%	63%
Berkeley	CA	94703	NORTHWEST ZONE	29%	34%	63%	26%	38%	63%
Berkeley	CA	94702	NORTHWEST ZONE	29%	34%	63%	26%	38%	63%
Berkeley	CA	94703	SOUTHEAST ZONE	19%	31%	50%	25%	26%	51%
Castro Valley	CA	94546	STANTON	30%	29%	59%	27%	21%	48%

**Yu Ming SBAC Comparasion Based on Local Neighborhood School of Current 4th and 5th Grade students (which took the SBAC last year as 3rd and 4th graders)**

*Note: the analysis was conducted with actual street addresses, which are not included in this presentation to protect student privacy*

SBAC Scores of Local School									
CITY	STATE	ZIP	Local Elementary	ELA Meets	ELA Meets		Math Meets	Math Meets	
					Exceeds	or Exceeds		Exceeds	Meets or Exceeds
El Cerrito	CA	94530	FAIRMONT	24%	12%		36%	18%	31%
El Sobrante	CA	94803	OLINDA	27%	31%		58%	25%	46%
Emeryville	CA	94662	ANNA YATES	18%	6%		24%	17%	24%
Oakland	CA	94619	ALLENDALE	7%	1%		8%	6%	7%
Oakland	CA	94619	ALLENDALE	7%	1%		8%	6%	7%
Oakland	CA	94601	ASCEND/GLOBAL F.	9%	3%		12%	8%	11%
Oakland	CA	94606	BELLA VISTA	18%	9%		27%	22%	36%
Oakland	CA	94606	BELLA VISTA	18%	9%		27%	22%	36%
Oakland	CA	94610	BELLA VISTA	18%	9%		27%	22%	36%
Oakland	CA	94619	CARL B. MUNCK	18%	5%		23%	18%	21%
Oakland	CA	94605	CARL B. MUNCK	18%	5%		23%	18%	21%
Oakland	CA	94618	CHABOT	29%	49%		78%	36%	79%
Oakland	CA	94618	CHABOT	29%	49%		78%	36%	79%
Oakland	CA	94618	CHABOT	29%	49%		78%	36%	79%
Oakland	CA	94618	CHABOT	29%	49%		78%	36%	79%
Oakland	CA	94606	CLEVELAND	35%	25%		60%	32%	59%
Oakland	CA	94606	CLEVELAND	35%	25%		60%	32%	59%
Oakland	CA	94610	CROCKER HIGHLAN	31%	36%		67%	31%	62%
Oakland	CA	94610	CROCKER HIGHLAN	31%	36%		67%	31%	62%
Oakland	CA	94610	CROCKER HIGHLAN	31%	36%		67%	31%	62%
Oakland	CA	94610	CROCKER HIGHLAN	31%	36%		67%	31%	62%
Oakland	CA	94610	CROCKER HIGHLAN	31%	36%		67%	31%	62%
Oakland	CA	94607	FRANKLIN	26%	11%		37%	23%	37%
Oakland	CA	94601	GARFIELD	13%	5%		18%	13%	18%
Oakland	CA	94601	HORACE MANN	6%	2%		8%	12%	15%
Oakland	CA	94602	JOAQUIN MILLER	30%	28%		58%	31%	54%
Oakland	CA	94619	LAUREL	23%	7%		30%	2%	9%
Oakland	CA	94607	LINCOLN	31%	26%		57%	34%	66%
Oakland	CA	94612	LINCOLN	31%	26%		57%	34%	66%
Oakland	CA	94607	LINCOLN	31%	26%		57%	34%	66%
Oakland	CA	94607	LINCOLN	31%	26%		57%	34%	66%
Oakland	CA	94606	MANZANITA	12%	3%		15%	11%	15%
Oakland	CA	94606	MANZANITA	12%	3%		15%	11%	15%
Oakland	CA	94611	MONTCLAIR	31%	41%		72%	31%	72%
Oakland	CA	94611	MONTCLAIR	31%	41%		72%	31%	72%
Oakland	CA	94611	MONTCLAIR	31%	41%		72%	31%	72%
Oakland	CA	94611	MONTCLAIR	31%	41%		72%	31%	72%
Oakland	CA	94619	REDWOOD HEIGHT	25%	17%		42%	24%	45%
Oakland	CA	94602	REDWOOD HEIGHT	25%	17%		42%	24%	45%
Oakland	CA	94608	SANKOFA	8%	2%		10%	4%	5%
Orinda	CA	94563	DEL RAY	28%	61%		89%	26%	84%
Richmond	CA	94806	MONTALVIN	33%	13%		46%	18%	26%
Richmond	CA	94804	WASHINGTON	19%	11%		30%	18%	27%

**Yu Ming SBAC Comparasion Based on Local Neighborhood School of Current 4th and 5th Grade students (which took the SBAC last year as 3rd and 4th graders)**

*Note: the analysis was conducted with actual street addresses, which are not included in this presentation to protect student privacy*

SBAC Scores of Local School									
CITY	STATE	ZIP	Local Elementary	ELA		ELA Meets or Exceeds		Math	
				Meets	Exceeds	Meets	Exceeds	Meets	Exceeds
San Leandro	CA	94518	JEFFERSON	19%	5%	24%	16%	4%	20%
San Leandro	CA	94578	MONROE	21%	10%	31%	12%	3%	15%
San Leandro	CA	94577	ROOSEVELT	28%	29%	57%	23%	23%	46%
San Leandro	CA	94577	ROOSEVELT	28%	29%	57%	23%	23%	46%
San Leandro	CA	94577	ROOSEVELT	28%	29%	57%	23%	23%	46%
San Leandro	CA	94577	ROOSEVELT	28%	29%	57%	23%	23%	46%
San Leandro	CA	94577	WASHINGTON	13%	6%	19%	8%	1%	9%
San Lorenzo	CA	94580	COLONIAL ACRES	13%	3%	16%	10%	2%	12%
Walnut Creek	CA	94596	MURWOOD	29%	38%	67%	33%	31%	64%
Neighborhood School TOTAL				2420%	2568%	4989%	2370%	2395%	4765%
<b>Neighborhood School AVE (TOTAL/95)</b>				<b>25%</b>	<b>27%</b>	<b>53%</b>	<b>25%</b>	<b>25%</b>	<b>50%</b>
<b>Yu Ming Charter School SBAC</b>				<b>11%</b>	<b>65%</b>	<b>76%</b>	<b>35%</b>	<b>53%</b>	<b>88%</b>
<b>Yu Ming Difference</b>					<b>ELA</b>	<b>23%</b>		<b>MATH</b>	<b>38%</b>

## BERKELEY SCHOOL ZONES (CALCULATED AVERAGE FROM COMPOSITE SCHOOLS)

*Note: For any given address, Berkeley Unified only provides a "Zone" which comprises a group of schools. We calculated an average for each applicable Zone and used that average in the analysis*

	ELA		Math		Math	
	Meets	Exceeds	Meets or Exceeds	Meets	Exceeds	Meets or Exceeds
<b>CENTRAL ZONE</b>						
Cragmont	28%	27%	55%	22%	29%	51%
Oxford	22%	44%	66%	31%	29%	60%
Washington	20%	43%	63%	21%	42%	63%
Berkeley Arts Magnet	28%	39%	67%	27%	39%	66%
Malcolm X	21%	38%	59%	26%	33%	59%
ZONE Total	119%	191%	310%	127%	172%	299%
<b>ZONE Average (Total/5)</b>	<b>24%</b>	<b>38%</b>	<b>62%</b>	<b>25%</b>	<b>34%</b>	<b>60%</b>

## NORTHWEST ZONE

Rosa Parks	25%	37%	62%	27%	40%	67%
Jefferson	34%	36%	70%	25%	43%	68%
Thousand Oaks	28%	24%	52%	24%	28%	52%
Berkeley Arts Magnet	28%	39%	67%	27%	39%	66%
ZONE Total	115%	136%	251%	103%	150%	253%
<b>ZONE Average (Total/4)</b>	<b>29%</b>	<b>34%</b>	<b>63%</b>	<b>26%</b>	<b>38%</b>	<b>63%</b>

## SOUTHEAST ZONE

Emerson	19%	37%	56%	27%	30%	57%
John Muir	20%	28%	48%	23%	20%	43%
LeConte	17%	20%	37%	24%	22%	46%
Malcolm X	21%	38%	59%	26%	33%	59%
ZONE Total	77%	123%	200%	100%	105%	205%
<b>ZONE Average (Total/4)</b>	<b>19%</b>	<b>31%</b>	<b>50%</b>	<b>25%</b>	<b>26%</b>	<b>51%</b>

## ALBANY ELEMENTARY SCORE AVERAGES

*Note: Albany does not provide online a method for identifying which school is associated with an address, so we used an average of the 3 Albany schools in the analysis.*

	ELA		Math		Math	
	Meets	Exceeds	Meets or Exceeds	Meets	Exceeds	Meets or Exceeds
<b>Albany Elementary School</b>						
MARIN	28%	52%	80%	35%	44%	79%
CORNELL	34%	40%	74%	33%	36%	69%
OCEAN VIEW	31%	33%	64%	31%	32%	63%
TOTAL	93%	125%	218%	99%	112%	211%
<b>AVERAGE (TOTAL/3)</b>	<b>31%</b>	<b>42%</b>	<b>73%</b>	<b>33%</b>	<b>37%</b>	<b>70%</b>

## Yu Ming SBAC Comparasion Based on Demographically Similar Schools

### Note: Methodology for selecting demographically similar schools

**Step 1:** Identify Elementary Schools in Alameda County only

**Step 2:** Sort schools by each of the following factors and choose the 5 schools below and 5 schools above Yu Ming's demographic:

- % EL
- %FRL
- EDI
- Asian majority + % minority
- (This resulted in 45 schools out of 225 Alameda county elementary schools)

**Step 3:** Removed the following schools that had 50%+ FRL as not comparable (although they may be similar on another demographic dimension)

District Name	School Name	Grades	Enrollment	% English Learners	% Free Meals	Ethnic Diversity Index2	Largest Ethnic Group	% Minority	ELA Meet	ELA Exceed	Math Meet	Math Exceed
Alameda County Off	FAME Public Charter	K-12	1332	24%	50%	49	White	46%	21%	12%	14%	9%
Berkeley Unified	John Muir Elementary	K-05	282	13%	55%	64	White	66%	20%	28%	23%	20%
San Lorenzo Unified	Dayton Elementary	K-05	524	44%	60%	63	Asian	89%	20%	16%	26%	7%
Hayward Unified	Treeview Elementary	K-06	585	31%	71%	49	panic or La	96%	24%	5%	14%	6%
Hayward Unified	Faith Ringgold School of Ar	K-08	144	22%	72%	48	panic or La	89%	19%	4%	11%	7%
San Leandro Unified	Wilson Elementary	K-05	761	51%	76%	49	panic or La	94%	29%	9%	21%	7%
Oakland Unified	Emerson Elementary	K-05	335	13%	82%	41	African A	90%	5%	3%	3%	1%
Oakland Unified	Howard Elementary	K-05	197	12%	88%	36	African A	95%	10%	1%	7%	1%

**Step 4:** Removed the following schools that have 30%+ EL as not comparable (although they may be similar on another demographic dimension)

District Name	School Name	Grades	Enrollment	% English Learners	% Free Meals	Ethnic Diversity Index2	Largest Ethnic Group	% Minority	ELA Meet	ELA Exceed	Math Meet	Math Exceed
Fremont Unified	Oliveira Elementary	K-06	667	31%	23%	56	Asian	88%	25%	33%	27%	33%
San Leandro Unified	Madison Elementary	K-05	361	35%	42%	60	Asian	92%	24%	24%	25%	19%
Fremont Unified	Tom Maloney Elementary	K-06	604	41%	29%	56	Asian	87%	26%	28%	25%	29%
Fremont Unified	James Leitch Elementary	K-03	873	45%	3%	18	Asian	93%	28%	54%	28%	60%

**Step 5:** Average the SBAC performance of the remaining 33 elementary schools and compare to Yu Ming results

District Name	School Name	Grades	Enrollment	% English Learners	% Free Meals	Ethnic Diversity Index2	Largest Ethnic Group	% Minority	ELA Meet	ELA Exceed	Math Meet	Math Exceed
Alameda County Off	Urban Montessori Charter	K-03	214	13%	39%	64	White	63%	19%	23%	16%	12%
Alameda Unified	Edison Elementary	K-05	484	11%	13%	44	White	41%	26%	44%	30%	39%

Alameda Unified	Franklin Elementary	K-05	311	13%	19%	54	White	50%	31%	32%	34%	26%
Alameda Unified	Bay Farm	K-07	561	16%	7%	58	Asian	71%	37%	39%	29%	36%
Albany City Unified	Marin Elementary	K-05	538	18%	12%	49	White	47%	28%	52%	35%	44%
Albany City Unified	Cornell Elementary	K-05	587	26%	13%	57	White	61%	34%	40%	33%	36%
Castro Valley Unifier	Palomares Elementary	K-05	151	11%	12%	56	White	56%	32%	30%	35%	25%
Castro Valley Unifier	Independent Elementary	K-05	626	12%	9%	64	Asian	70%	30%	40%	31%	36%
Castro Valley Unifier	Proctor Elementary	K-05	533	13%	15%	59	White	60%	31%	42%	35%	35%
Castro Valley Unifier	Chabot Elementary	K-05	449	13%	18%	59	White	57%	38%	30%	32%	18%
Castro Valley Unifier	Jensen Ranch Elementary	K-05	449	14%	3%	51	Asian	79%	24%	56%	25%	54%
Castro Valley Unifier	Vannoy Elementary	K-05	414	15%	10%	63	White	64%	30%	34%	33%	29%
Dublin Unified	James Dougherty Elementa	K-05	805	9%	3%	48	Asian	77%	28%	52%	31%	50%
Dublin Unified	John Green Elementary	K-05	910	10%	2%	44	Asian	75%	31%	50%	27%	57%
Dublin Unified	Dublin Elementary	K-05	689	10%	11%	54	White	53%	29%	44%	36%	37%
Dublin Unified	Harold William Kolb	K-05	960	11%	4%	41	Asian	81%	24%	63%	26%	56%
Fremont Unified	Circle of Independent Learni	K-12	226	9%	10%	62	White	64%	33%	25%	14%	20%
Fremont Unified	Warm Springs Elementary	3-6	994	11%	4%	21	Asian	91%	28%	56%	18%	70%
Fremont Unified	Niles Elementary	K-06	594	16%	7%	55	Asian	73%	30%	41%	27%	46%
Fremont Unified	Fred E. Weibel Elementary	K-06	836	21%	5%	20	Asian	92%	24%	60%	17%	71%
Fremont Unified	Ardenwood Elementary	K-06	944	21%	8%	26	Asian	92%	27%	57%	21%	64%
Fremont Unified	Parkmont Elementary	K-06	923	24%	10%	36	Asian	87%	33%	47%	24%	55%
Livermore Valley Joi	Leo R. Croce Elementary	K-05	593	21%	25%	49	White	52%	31%	17%	27%	12%
New Haven Unified	Delaine Eastin Elementary	K-05	892	23%	20%	60	Asian	92%	28%	36%	32%	31%
New Haven Unified	Pioneer Elementary	K-05	859	29%	39%	67	Asian	91%	24%	24%	27%	16%
Oakland Unified	Peralta Elementary	K-05	338	3%	33%	48	White	45%	18%	64%	29%	51%
Oakland Unified	Thornhill Elementary	K-05	386	4%	10%	48	White	43%	34%	40%	34%	43%
Oakland Unified	Montclair Elementary	K-05	548	5%	12%	51	White	46%	31%	41%	31%	41%
Oakland Unified	Redwood Heights Elementa	K-05	364	12%	25%	60	White	55%	25%	17%	24%	21%
Pleasanton Unified	Phoebe Apperson Hearst E	K-05	705	10%	6%	49	White	58%	28%	54%	26%	55%
Pleasanton Unified	Alisal Elementary	K-05	626	13%	8%	49	White	48%	26%	44%	31%	39%
Pleasanton Unified	Fairlands Elementary	K-05	746	15%	7%	49	Asian	68%	28%	54%	29%	45%
Pleasanton Unified	Henry P. Mohr Elementary	K-05	697	17%	4%	38	Asian	78%	27%	57%	29%	54%
Average									29%	43%	28%	40%
Meet+Exceed=										71%		68%
Alameda County Off	Yu Ming Charter	K-03	211	13%	11%	49	Asian	91%	11%	65%	35%	53%
Meet+Exceed=										76%		88%
Yu Ming Difference:										5%		20%

## Yu Ming SBAC Comparasion Based on Demographically Similar Schools

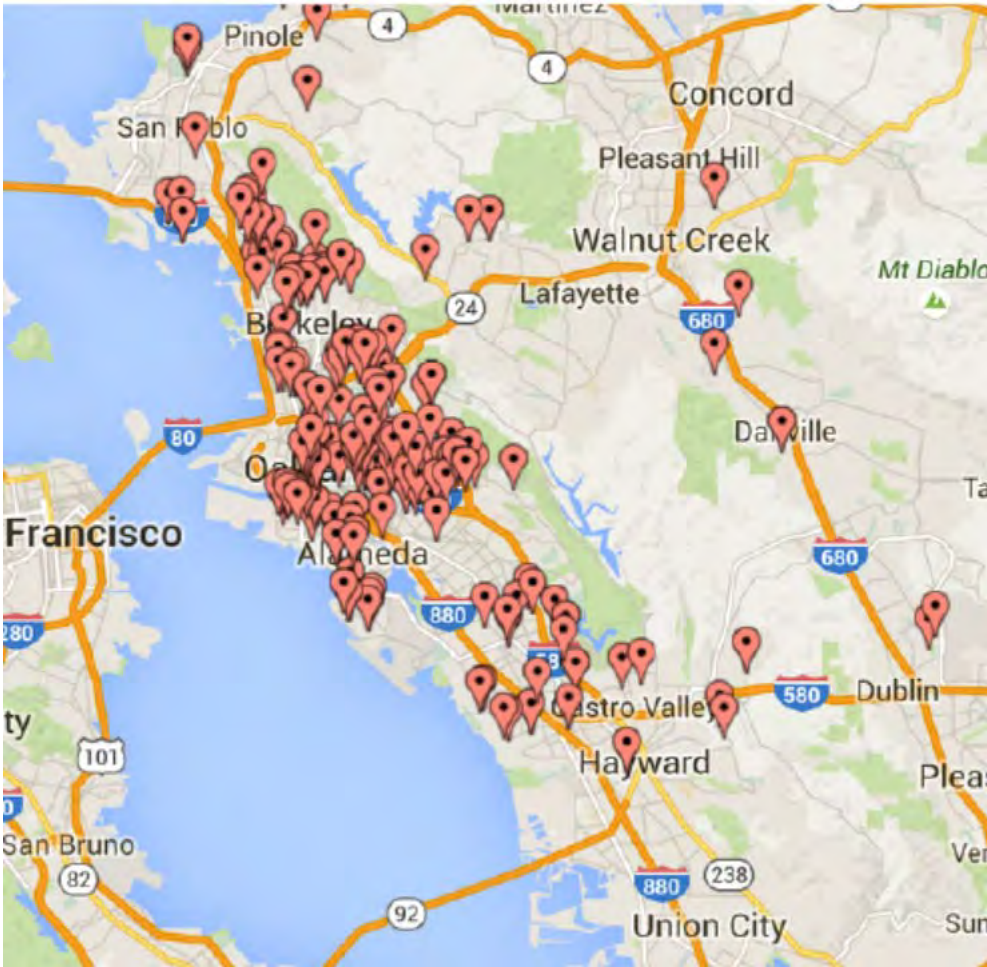
**Note: Methodology for selecting demographically similar schools**

**Step 1:** Identify Elementary Schools in Oakland Unified only

**Step 2:** Sort schools by %FR/L choose the 5 schools that have about the same or lower than Yu Ming's % FR/L

District Nar	School Name	Grades	Enrollment	% English Learners	% Free Meals	Ethnic Diversity Index2	Largest Ethnic Group	% Minority	ELA Meet	ELA Exceed	Math Meet	Math Exceed
	Oakland Un Hillcrest Elementary	K-08	346	3%	4%	44	White	40%	32%	48%	31%	46%
	Oakland Un Crocker Highlands Elementary	K-05	431	3%	6%	45	White	40%	31%	36%	31%	31%
	Oakland Un Chabot Elementary	K-05	590	2%	9%	45	White	40%	29%	49%	36%	43%
	Oakland Un Thornhill Elementary	K-05	386	4%	10%	48	White	43%	34%	40%	34%	43%
	Oakland Un Montclair Elementary	K-05	548	5%	12%	51	White	46%	31%	41%	31%	41%
								<b>average:</b>	31%	43%	33%	41%
								<b>Meet+Exceed=</b>		74%		73%
	Yu Ming Charter	K-03	211	13%	11%	49	Asian	91%	11%	65%	35%	53%
								<b>Meet+Exceed=</b>		76%		88%
								<b>Yu Ming difference</b>		<b>2%</b>		<b>15%</b>

**Appendix I**  
**Map of Yu Ming Charter School Student Addresses**





# CHARTER RENEWAL PETITION

## APPENDIX II: EDUCATIONAL PHILOSOPHY & PROGRAM



# Yu Ming Charter School

## 2015-2016

### Kindergarten School Calendar

Total Days of Instruction: 190

School hours:

Full Days - Alcatraz 8:15 am - 3:00 pm

Full Days - Herzog 8:15 am - 3:10 pm

Early Dismissal Days 8:15 am - 1:00 pm

July 15						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 15						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 15						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 15						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 15						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 15						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 16						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 16						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 16						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 16						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 16						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 16						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 16						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 16						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### Key Dates

August 4-7 - Staff orientation week

August 10 - First Day of School

September 7 - Labor Day - No School

October 12-16 - Fall Recess - No School

November 11 - Veterans Day - No School

November 19 - Parent/Teacher Conferences Early Dismissal

November 20 - Parent/Teacher Conferences - No School

November 25-27 - Thanksgiving Holiday - No School

December 21-January 1 - Winter Recess - No School

January 4 - Classes Resume

January 18 - Martin Luther King Day - No School

February 5 - Lunar New Year Celebration

February 8 - Lunar New Year - No School

February 15-19 - Mid Winter Recess - No School

March 17 - Parent/Teacher Conferences - early dismissal

March 18 - Parent/Teacher Conferences No School

April 4-8 - Spring Recess - No School

May 30 - Memorial Day - No School

June 17 - Last Day of School

### Legend

- First/Last Day of School
- Holiday - No School
- Early Dismissal 1 pm
- School Event or Activity
- Teachers' work day



# Yu Ming Charter School

## 2015-2016

### School Calendar

Total Days of Instruction: 190

School hours:

Full Days - Alcatraz 8:15 am - 3:00 pm

Full Days - Herzog 8:15 am - 3:10 pm

Early Dismissal Days 8:15 am - 1:00 pm

July 15						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 15						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 15						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 15						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 15						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 15						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 16						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 16						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 16						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 16						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 16						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 16						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 16						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 16						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### Key Dates

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### Legend

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# Yu Ming Charter School 15-16 Bell Schedule

## Kindergarten

Regular

Start Time	End Time	Category	Minutes	Days
8:15 AM	10:20 AM	Instructional time	125	
10:20 AM	10:40 AM	Recess/Break	20	
10:40 AM	11:30 AM	Instructional time	50	
11:30 AM	12:00 PM	Lunch	30	
12:00 PM	1:00 PM	Instructional time	60	
1:00 PM	1:20 PM	Recess/Break	20	
1:20 PM	3:00 PM	Instructional time	100	
			375	143

Minimum

Start Time	End Time	Category	Minutes	Days
8:15 AM	10:20 AM	Instructional time	125	
10:20 AM	10:40 AM	Recess/Break	20	
10:40 AM	12:00 PM	Instructional time	80	
12:00 PM	12:30 PM	Lunch	30	
12:30 PM	1:00 PM	Instructional time	30	
			255	47

Annual Instr. Min.	Required Instr. Min.	Diff
65,610	36,000	29,610

## Grades 1 - 2

Regular

Start Time	End Time	Category	Minutes	Days
8:15 AM	10:40 AM	Instructional time	145	
10:40 AM	11:00 AM	Recess/Break	20	
11:00 AM	12:00 PM	Instructional time	60	
12:00 PM	12:30 PM	Lunch	30	
12:30 PM	1:20 PM	Instructional time	50	
1:20 PM	1:40 PM	Recess/Break	20	
1:40 PM	3:00 PM	Instructional time	80	
			335	151

Minimum

Start Time	End Time	Category	Minutes	Days
8:15 AM	10:40 AM	Instructional time	145	
10:40 AM	11:00 AM	Recess/Break	20	
11:00 AM	12:30 PM	Instructional time	90	
12:30 PM	1:00 PM	Lunch	30	
			235	39

Annual Instr. Min.	Required Instr. Min.	Diff
59,750	50,400	9,350

## Grade 3

Regular

Start Time	End Time	Category	Minutes	Days
8:15 AM	9:55 AM	Instructional time	100	
9:55 AM	10:15 AM	Recess/Break	20	
10:15 AM	12:00 PM	Instructional time	105	
12:00 PM	12:30 PM	Lunch	30	
12:30 PM	1:50 PM	Instructional time	80	
1:50 PM	2:10 PM	Recess/Break	20	
2:10 PM	3:10 PM	Instructional time	60	
			345	151

Minimum

Start Time	End Time	Category	Minutes	Days
8:15 AM	9:55 AM	Instructional time	100	
9:55 AM	10:15 AM	Recess/Break	20	
10:15 AM	12:00 PM	Instructional time	105	
12:00 PM	12:30 PM	Lunch	30	
12:30 PM	1:00 PM	Instructional time	30	
			235	39

Annual Instr. Min.	Required Instr. Min.	Diff
61,260	50,400	10,860

## Grade 4

Regular

Start Time	End Time	Category	Minutes	Days
8:15 AM	10:30 AM	Instructional time	135	
10:30 AM	10:50 AM	Recess/Break	20	
10:50 AM	12:30 PM	Instructional time	100	
12:30 PM	1:00 PM	Lunch	30	
1:00 PM	2:10 PM	Instructional time	70	
2:10 PM	2:30 PM	Recess/Break	20	
2:30 PM	3:10 PM	Instructional time	40	
			345	151

Minimum

Start Time	End Time	Category	Minutes	Days
8:15 AM	10:30 AM	Instructional time	135	
10:30 AM	10:50 AM	Recess/Break	20	
10:50 AM	12:30 PM	Instructional time	100	
12:30 PM	1:00 PM	Lunch	30	
			235	39

Annual Instr. Min.	Required Instr. Min.	Diff
61,260	54,000	7,260

## Grade 5

Regular

Start Time	End Time	Category	Minutes	Days
8:15 AM	10:20 AM	Instructional time	125	
10:20 AM	10:40 AM	Recess/Break	20	
10:40 AM	11:30 AM	Instructional time	50	
11:30 AM	12:00 PM	Lunch	30	
12:00 PM	1:00 PM	Instructional time	60	
1:00 PM	1:20 PM	Recess/Break	20	
1:20 PM	3:10 PM	Instructional time	110	
			345	151

Minimum

Start Time	End Time	Category	Minutes	Days
8:15 AM	10:20 AM	Instructional time	125	
10:20 AM	10:40 AM	Recess/Break	20	
10:40 AM	12:00 PM	Instructional time	80	
12:00 PM	12:30 PM	Lunch	30	
12:30 PM	1:00 PM	Instructional time	30	
			235	39

Annual Instr. Min.	Required Instr. Min.	Diff
61,260	54,000	7,260

# Yu Ming Charter School 15-16 Instructional Minutes Calculation

## KINDERGARTEN

Day Types	A	B	TOTALS	REQUIRED	DIFFERENCE	NOTES
Day Description	Regular	Minimum				Recesses are considered instructional activity for Kindergarten and therefore may be counted as instructional minutes. A 'Lunch Passing Time' is not appropriate for elementary school. Passing time must be equal between all classes. Passing time
Total Number of Days	143	47	190	175	15	
Start Time	8:15 AM	8:15 AM				
End Time	3:00 PM	1:00 PM				
Excess Passing Time Minutes	0	0	0			
Recess Duration	40	20	60			
Lunch Duration [including Passing Time]	30	30	60			
Total Number of Hours	6:45	4:45	11:30			
Total Daily Number of Minutes	405	285	690			
Actual Daily Instructional Minutes	375	255	630			
Annual Number of Minutes	53625	11985	65610	36000	29610	

## GRADES 1 - 2

Day Types	A	B	TOTALS	REQUIRED	DIFFERENCE	NOTES
Day Description	Regular	Minimum				Recesses may not be counted as instructional minutes. A 'Lunch Passing Time' is not appropriate for elementary school. Passing time must be equal between all classes. Passing time may not exceed 10 minutes
Total Number of Days	151	39	190	175	15	
Start Time	8:15 AM	8:15 AM				
End Time	3:00 PM	1:00 PM				
Excess Passing Time Minutes	0	0	0			
Recess Duration	40	20	60			
Lunch Duration [including Passing Time]	30	30	60			
Total Number of Hours	6:45	4:45	11:30			
Total Daily Number of Minutes	405	285	690			
Actual Daily Instructional Minutes	335	235	570			
Annual Number of Minutes	50585	9165	59750	50400	9350	

## GRADE 3

Day Types	A	B	TOTALS	REQUIRED	DIFFERENCE	NOTES
Day Description	Regular	Minimum				Recesses may not be counted as instructional minutes. A 'Lunch Passing Time' is not appropriate for elementary school. Passing time must be equal between all classes. Passing time may not exceed 10 minutes
Total Number of Days	151	39	190	175	15	
Start Time	8:15 AM	8:15 AM				
End Time	3:10 PM	1:00 PM				
Excess Passing Time Minutes	0	0	0			
Recess Duration	40	20	60			
Lunch Duration [including Passing Time]	30	30	60			
Total Number of Hours	6:55	4:45	11:40			
Total Daily Number of Minutes	415	285	700			
Actual Daily Instructional Minutes	345	235	580			
Annual Number of Minutes	52095	9165	61260	50400	10860	

## GRADE 4

Day Types	A	B	TOTALS	REQUIRED	DIFFERENCE	NOTES
Day Description	Regular	Minimum				Recesses may not be counted as instructional minutes. Only one passing time is applicable for lunch. Passing time must be equal between all classes. Passing time may not exceed 10 minutes
Total Number of Days	151	39	190	175	15	
Start Time	8:15 AM	8:15 AM				
End Time	3:10 PM	1:00 PM				
Excess Passing Time Minutes	0	0	0			
Recess Duration	40	20	60			
Lunch Duration [including Passing Time]	30	30	60			
Total Number of Hours	6:55	4:45	11:40			
Total Daily Number of Minutes	415	285	700			
Actual Daily Instructional Minutes	345	235	580			
Annual Number of Minutes	52095	9165	61260	54000	7260	

## GRADE 5

Day Types	A	B	TOTALS	REQUIRED	DIFFERENCE	NOTES
Day Description	Regular	Minimum				Recesses may not be counted as instructional minutes. Only one passing time is applicable for lunch. Passing time must be equal between all classes. Passing time may not exceed 10 minutes
Total Number of Days	151	39	190	175	15	
Start Time	8:15 AM	8:15 AM				
End Time	3:10 PM	1:00 PM				
Excess Passing Time Minutes	0	0	0			
Recess Duration	40	20	60			
Lunch Duration [including Passing Time]	30	30	60			
Total Number of Hours	6:55	4:45	11:40			
Total Daily Number of Minutes	415	285	700			
Actual Daily Instructional Minutes	345	235	580			
Annual Number of Minutes	52095	9165	61260	54000	7260	

**Yu Ming Charter School - Instructional Materials, 2015-2016**

	<i>MLA</i>	<i>Math</i>	<i>Science</i>	<i>Social Studies</i>
K	Better Chinese, 21st Century K materials I can read rainbow Mandarin Matrix 閱讀摩天輪	Singapore Math, Hands-On resource	STC Science A-Z	Relection
G1	21st Century Modern Chinese language MOMO Eq, 幼兒故事閱讀和欣賞, 我自己會讀叢書 Mandarin Matrix 閱讀摩天輪	Singapore Math 魔法數學書	Foss Science A-Z	Reflection Scholastic book as references Materials from SFUSD
G2	Better Immersion,小學華文補充 讀物, 21st Century Modern Chinese Language Mandarin Matrix 閱讀摩天輪	Singapore Math 魔法數學書 10本 從小愛數學 10本	Foss Science A-Z (translated);Stephanie Science folder;	Reflection Materials from SFUSD
G3	美洲華語 新加坡readers level 2 & 3 科學小故事 (10本) Flying with Chinese 21st Century MCL I Love to Read	Singapore Math MPP GA Math	FOSS	Reflection (need to be translated) Reading A-Z (translated) Materials from SFUSD
G4	美洲華語 新加坡readers level 2 & 3 & 4 Flying with Chinese I Love to Read	Singapore Math Materials from SFUSD	Foss, 如果垃圾越积越多; 流水 的作用 Stephanie's	Materials from SFUSD Materials from ISTP
G5	美洲華語 Flying with Chinese 新加坡readers level 2 & 3 & 4 I Love to Read	Trailblazer	FOSS	Materials from SFUSD

## Listening

Kindergarten			First Grade			Second Grade		
YM MLA		CCSS	YM MLA		CCSS	YM MLA		CCSS
YM-L-K.1.1	能培養良好的聆聽態度	SL.K.1	YM-L.1.1	能培養良好的聆聽態度。	SL.1.1	YM-L-2.1	能培養良好的聆聽態度 Listen with good attitude	SL 1.2
YM-L-K.1.1.1	能安靜的聆聽。		YM-L-1.1.1	能自然安靜的聆聽。		YM-L-2.1.1	能養成仔細聆聽的習慣 Gains the habit to listen	
YM-L-K.1.1.2	能聆聽別人發表。		YM-L-1.1.2	喜歡聆聽別人發表。		YM-L-2.1.2	能養成聆聽不同媒材的習慣 Listens to different medias	
YM-L-K.1.1.3	能在聆聽時禮貌的看著說話者		YM-L-1.1.3	能養成仔細聆聽的習慣。		YM-L-2.1.3	能讓對方充分表達意見 Can listen to others with patient	
YM-L-K.1.1.4	能注意聆聽，不做不必要的插嘴		YM-L-1.1.4	能注意聆聽，不做不必要的插嘴。				
			YM-L-	能在聆聽時禮貌的看著說話				
			YM-L-	能禮讓長者或對方先行發言				
			YM-L-	能學會使用有禮貌的語言，				
			YM-L-	能主動參與溝通，聆聽對方				
YM-L-K.2	能把握聆聽的方法。	SL.K.1	YM-L-1.2	能把握聆聽的方法。	SL1.1	YM-L-2.2	能把握聆聽的方法 Learns the skills of listening	SL 1.2 SL2.2
YM-L-K.2	能注意聽。		YM-L-1.2.1	能注意聽。		YM-L-2.2.1	能聽出重點 Listens for the key point	
YM-L-K.2.2	能儘量聽得準確		YM-L-1-2.2	能儘量聽得準確。		YM-L-2.2.2	能了解說話者所表達的旨意 Can understand what is to be expressed by the presenter	

**Listening**

Kindergarten			First Grade			Second Grade		
<u>YM MLA</u>		<u>CCSS</u>	<u>YM MLA</u>		<u>CCSS</u>	<u>YM MLA</u>		<u>CCSS</u>
YM-L-K.2.3	能邊聆聽邊思考。		YM-L-1.2.3	能邊聆聽邊思考。		YM-L-2.2.3	能發展仔細聆聽與歸納要點的能力 Learns how to listen and organize the points	
YM-K.2.4	能大概的掌握聆聽到的內容		YM-L-1.2.4	能大概的掌握聆聽到的內容		YM-L-2.2.4	能在聆聽過程中感受說話者的情緒 Can recognize how the presenter feels at presenting	
			YM-L-1.2.5	能大方向的聽出別人所表達的意思，達成溝通的目的		YM-L-2.2.5	能大方向的聽出別人所表達的意思，達成溝通的目的	
YM-L-K.2.6	能結合科技與資訊，提升聆聽的能力，以提高學習興趣					YM-L-2.2.6	能結合科技與資訊，提升聆聽學習的效果 Can utilize technology to enhance listening abilities	

Listening

Kindergarten			First Grade			Second Grade		
YM MLA		CCSS	YM MLA		CCSS	YM MLA		CCSS
						YM-L-2.3	能適著了解說話者的表達方式/技巧	SL 5.2
						YM-L-2.3.1	能適著聽出朗讀所表達的節奏與美感	

## Listening

Third Grade			Fourth Grade			Fifth Grade		
YM MLA		CCSS	YM MLA		CCSS	YM MLA		CCSS
YM-L-3.1	能培養良好的聆聽態度。	SL.3.1 SL.3.2	YM-L-4.1	能具備良好的聆聽素養。	SL 4.1.b	YM-L-5.1	能具備良好的聆聽素養。 Have good listening etiquette	
YM-L-3.1.1	能養成耐心聆聽的態度。		YM-L-4.1.1	能主動聆聽各項發表活動。		YM-L-5.1.1	能主動聆聽各項發表活動。 Can actively listen to announced activities	
YM-L-3.1.2	聆聽不同媒材，從中獲取有用的資訊。		YM-L-4.1.2	能在聆聽過程中，以合適的肢體語言與對方互動。		YM-L-5.1.2	能在聆聽過程中，以合適的肢體語言與對方互動。 During the process of listen,	
	能仔細聆聽對方的說明，並能參與溝通和協調。		YM-L-4.1.3	能讓對方充分表達意見，再思考如何回應。		YM-L-5.1.3	能讓對方充分表達意見，再思考如何回應。 Can listen to other opinions first, then think of responses	
			YM-L-4.1.4	能養成主動聆聽進行探索學習的能力。		YM-L-5.1.4	能養成主動聆聽進行探索學習的能力。 Learns the ability to listen actively and process how to	
YM-L-3.2	能確實把握聆聽的方法。 Can fully control how to listen	SL.3.1 SL.3.2	YM-L-4.2.	能靈活應用聆聽的方法。 Can utilize the listening skills skillfully	SL4.1	YM-L-5.2.	能靈活應用聆聽的方法。 Can utilize the listening skills skillfully	
YM-L-3.2.1	Can accurately pinpoint the key points from listening		YM-L-4.2.1			YM-L-5.2.1	能聽出不同語氣所表達的意思。 Can recognize the meaning of	
YM-L-3.2.2	能簡要歸納所聆聽的內容。 Can briefly categorize the contents listened to		YM-L-4.2.2	能將聆聽所得充分應用。 Can fully apply what is heard		YM-L-5.2.2	能將聆聽所得充分應用。 Can fully apply what is heard	

## Listening

Third Grade			Fourth Grade			Fifth Grade		
YM MLA		CCSS	YM MLA		CCSS	YM MLA		CCSS
YM-L-3.2.3	能在聆聽過程中，有系統的歸納他人發表之內容。 During the process of listen, one can catagorize the		YM-L-4.2.3	能理解對方說話的用意和觀點。 Can understand other's perspective and purpose		YM-L-5.2.3	能理解對方說話的用意和觀點。 Can understand other's perspective and purpose	
YM-L-3.2.4	能在聆聽過程中，以表情或肢體動作適切回應。 During the process of listening, one can accurately respond to		YM-L-4.2.4	能充分瞭解對方表達的情意。 Can fully understand what others try to express		YM-L-5.2.4	能充分瞭解對方表達的情意。 Can fully understand what others try to express	
YM-L-3.2.5	能大方向的正確記取聆聽內容的細節與要點。 Can accurately noting the details and key points of the contents that listened to		YM-L-4.2.5	能將聆聽的重點歸納整理。 Can catagorize the main points through listening		YM-L-5.2.5	能將聆聽的重點歸納整理。 Can catagorize the main points through listening	
YM-L-3.2.6	能結合科技與資訊，提升聆聽學習的效果。 Can utlize technology to enhance listening abilities		YM-L-4.2.6	能在聆聽過程中適當的反應，並加以評價。 Learns how to eavaulate and express appropriately during		YM-L-5.2.6	能在聆聽過程中適當的反應，並加以評價。 Can eavaulate and express appropriately during the	
YM-L-3.2.7	能從聆聽中，思考如何解決問題。 Thinking how to solve problems through listening		YM-L-4.2.7	能透過各種媒體，認識本國及外國文化，擴展文化視野。 Through various medieas, one can expand cultural perspectives of different		YM-L-5.2.7	能透過各種媒體，認識本國及外國文化，擴展文化視野。 Through various medieas, one can expand cultural perspectives of different	
YM-L-3.2.8			YM-L-4.2.8	能有效把握話語的邏輯並推斷結論。 Can fully control the logic of the talk and make conclusion		YM-L-5.2.8		

**Listening**

Third Grade			Fourth Grade			Fifth Grade		
YM MLA		CCSS	YM MLA		CCSS	YM MLA		CCSS
			YM-L-4.2.9	能靈活應用科技與資訊，增進聆聽能力，加速互動學習效果。 Can fully utilize the technological information to help enhance listening abilities and increase		YM-L-5.2.9	能靈活應用科技與資訊，增進聆聽能力，加速互動學習效果。	
			YM-L-4.2.10	能將聆聽的內容，加以系統記錄。 Can systematically record the		YM-L-5.2.10	能將聆聽的內容，加以系統記錄。	
			YM-L-4.2.11	能從聆聽中，啟發解決問題的能力。 Gaining the abilities to find solution through listening		YM-L-5.2.11	能從聆聽中，啟發解決問題的能力。	
YM-L-3.3.	能學習說話者的表達技巧。		YM-L-4.3.	能思考說話者的表達技巧，並練習應用。 Can recognize and practice the presentation skills that has been presented	SL4.4	YM-L-5.3.	能思辨說話者的表達技巧，並練習應用。 Can analyze the presenting skills and can practice and apply it	
YM-L-3.3.1	能主動學習說話者的表達技巧。							

## Speaking

Kindergarten			First Grade			Second Grade		
YM MLA		CCSS	YM MLA		CCSS	YM MLA		CCSS
YM-S-K.1	能抓住發音的方向並試著說順暢國語 Students try to recognize the pronunciation and speak Chinese the best they can	SL.K.6	YM-S-1.1	能抓住發音的方向並試著說順暢國語 Students try to recognize the pronunciation and speak Chinese the best they can	SL6.1	YM-S-2.1.	能儘量充分表達意見。 Can often express opinions	SL 1.2 SL3.2 SL6.2
YM-S-K.1.1	能試著用簡單字眼口述一件事情 Try to use simple phrase and characters to narrate a thing or an event		YM-S-1.1.1	能試著用簡單字眼口述一件事情 Try to use simple phrase and characters to narrate a thing or an event		YM-S-2.1.1	在討論問題或交換意見時，能儘量清楚說出自己的意思。 Can clearly express his/her own ideas during discussion and exchange thoughts	
YM-S-K.1.2	能簡單介紹自己 Try to introduce self with simple sentences		YM-S-1.1.2	能簡單介紹自己 Try to introduce self with simple sentences		YM-S-2.1.2	在看圖或觀察事物後，能以完整語句簡要說明其內容。 After observing, can explain the contents with complete sentences	
YM-S-K.1.3	能抓住四聲的發音，盡量表達出口齒清楚 Can recognize the four tones (5 tones), and try to pronounce them correctly		YM-S-1.1.3	能抓住四聲的發音，盡量表達出口齒清楚 Can recognize the four tones (5 tones), and try to pronounce them correctly		YM-S-2.1.3	能儘量清楚說出自己的意思。 Can bestly express his/her own mind	
YM-S-K.1.4	能試著使用國語說話 Try to speak in Mandarin		YM-S-1.1.4	能試著使用國語說話 Try to speak in Mandarin		YM-S-2.1.4	能儘量清楚複述所聽到的事物。 Can clearly paraphrasing what is heard	
YM-S-K.1.5	能用簡單的語句回答問題 can reply with simple sentences		YM-S-1.1.5	能用簡單的語句回答問題 can reply with simple sentences				
YM-S-K.1.6	能用自然的態度說話 can respond naturally		YM-S-1.1.6	能用自然的態度說話 can respond naturally				

## Speaking

Kindergarten			First Grade			Second Grade		
YM MLA		CCSS	YM MLA		CCSS	YM MLA		CCSS
YM-S-K.1.7	能依照老師朗讀的讀法，概略讀出文章的節奏 can repeat by following how teacher reads with tempo		YM-S-1.1.7	能依照老師朗讀的讀法，概略讀出文章的節奏 can repeat by following how teacher reads with tempo				
YM-S-K.1.8	能試著用簡單的方法，清楚說出自己的意思 Try to speak his idea with simple ways		YM-S-1.1.8	能試著用簡單的方法，清楚說出自己的意思 Try to speak his idea with simple ways				
YM-S-K.1.9	能試著清楚複述所聽到的事物 try to describe things clearly		YM-S-1.1.9	能試著清楚複述所聽到的事物 try to describe things clearly				
YM-S-K.1.10	經由老師的協助能試著使用正確語詞說話 Can use the words and speak correctly with teachers' help		YM-S-1.1.10	經由老師的協助能試著使用正確語詞說話 Can use the words and speak correctly with teachers' help				
YM-S-K.1.11	經由老師的協助能試著用簡單的語句，說出想要完成的事 Trys to express what needs to do by using simple sentences with help of teachers		YM-S-1.1.11	經由老師的協助能試著用簡單的語句，說出想要完成的事 Trys to express what needs to do by using simple sentences with help of teachers				
YM-S-K.1.12	能感受表達的成就感 Can feel the accomplishment because of the ability to express		YM-S-1.1.12	能感受表達的成就感 Can feel the accomplishment because of the ability to express				
YM-S-K.1.13	經由老師的協助，能試著說出語音清晰，語法正確，速度適當的說話 With help of teachers, the sentence is is used correctlty with clear pronunciation and spped.		YM-S-1.1.13	經由老師的協助，能試著說出語音清晰，語法正確，速度適當的說話 With help of teachers, the sentence is is used correctlty with clear pronunciation and spped.				

## Speaking

Kindergarten			First Grade			Second Grade		
YM MLA		CCSS	YM MLA		CCSS	YM MLA		CCSS
YM-S-K.1.2	能有禮貌的表達意見 Can express opinions politely	SL.K.1	YM-S-1.2.	能有禮貌的表達意見 Can express opinions politely	SL1.1	YM-S-2.2.	能合適的表現語言。	SL 2.2 SL3.2 SL4.2
YM-S-K.1.2.1	能嘗試愉快的與人溝通 Try to communicate pleasantly		YM-S-1.2.1	能嘗試愉快的與人溝通 Try to communicate pleasantly		YM-S-2.2.1	說話時能保持適當的速度與音量。	
YM-S-K.1.2.2	能嘗試先想然後再說，有禮貌的應對 Try to think first before speaking and responde politely		YM-S-1.2.2	能嘗試先想然後再說，有禮貌的應對 Try to think first before speaking and responde politely		YM-S-2.2.2	能嘗試著用正確、流暢、有感情的方法朗讀文學作品。	
			YM-S-1.2.3	能嘗試表達自己的意思，與人自然對話。 Trys to express the opinion and chat with others naturally		YM-S-2.2.3	能嘗試轉述問題的內容，並對不理解的問題，提出詢問。	
			YM-S-1.2.4	能嘗試主動問候他人，與人問答。 Trys to greet and conver with others		YM-S-2.2.4	能儘量適運用國語，與人良好溝通。	
						YM-S-2.2.5	能說出一段話或一篇短文的要點。 -	
YM-S-K.1.3	能嘗試生動活潑的方法簡單的敘述故事 Trys to describe a story using an attractive and simple way	RL.K.2 (Reading Standard)	YM-S-1.3.	能嘗試生動活潑的方法簡單的敘述故事 Trys to describe a story using an attractive and simple way	SL2.1	YM-S-2.3.	能表現良好的言談。	SL.1.2
YM-S-K.1.3.1	能嘗試著說故事。 Trys to speak stories		YM-S-1.3.1	能嘗試著說故事。 Trys to speak stories		YM-S-2.3.1	他人與自己意見不同時，仍能理性的溝通。	
YM-S-K.1.3.2	能嘗試著看圖說故事。 Trys to tell a story through pictures		YM-S-1.3.2	能嘗試著看圖說故事。 Trys to tell a story through pictures		YM-S-2.3.2	能用口語表達對他人的關心。	
						YM-S-2.3.3	能談吐清晰優雅，風度良好。	
						YM-S-2.3.4	能養成說話負責的態度。	

## Speaking

Kindergarten			First Grade			Second Grade		
YM MLA		CCSS	YM MLA		CCSS	YM MLA		CCSS
						YM-S-2.3.5	說話時能注意用詞正確，語意清晰，內容具體，主題明確。	
YM-S-K.1.4	能儘量把握說話主題 Try to focus on the topic of speaking	SL.K.1 SL.K.4	YM-S-1.4.	能儘量把握說話主題 Try to focus on the topic of speaking	SL4.1	YM-S-2.4	能注意把握說話重點，充分溝通。	SL 3.2 SL 5.2
YM-S-K.1.4.1	能嘗試著發言時不偏離主題 Try to speak with leaving the topci		YM-S-1.4.1	能嘗試著發言時不偏離主題 Try to speak with leaving the topci		YM-S-2.4.1	能注意抓住重點說話。	
YM-S-K.1.4.2	能嘗試依主題表達意見 Try to express opinion based on the topic		YM-S-1.4.2	能嘗試依主題表達意見 Try to express opinion based on the topic		YM-S-2.4.2	能主動學習充實說話的內容。	
YM-S-K.1.4.3	能嘗試簡單的做生活報告 Try to report the daily life in a simple way		YM-S-1.4.3	能嘗試簡單的做生活報告 Try to report the daily life in a simple way		YM-S-2.4.3	能嘗試報告解決問題的方法。	
						YM-S-2.4.4	能嘗試與人討論問題，提出解決問題的方法。	

## Speaking

Third Grade			Fourth Grade			Fifth Grade		
YM MLA		CCSS	YM MLA		CCSS	YM MLA		CCSS
YM-S-3.1	能儘量充分表達意見。 Can often express opinions	SL.3.1	YM-S-4.1	能發揮說話技巧。 Can speak with speaking techniques	SL 4.1	YM-S-5.1	能發揮說話技巧。	
YM-S-3.1.1	能和其他人交換意見，口述見聞，或當眾作簡要演說。 Can exchange ideas with others, describe what is heard and present in public	SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6	YM-S-4.1.1	嘗試在面對不同意見時，能舉證事實，有條理的進行論辯。 Try to deal with different perspective with proofs and present it in a logical way		YM-S-5.1.1	面對不同意見時，能舉證事實，有條理的進行論辯。	
			YM-S-4.1.2	能口述見聞，或當眾簡要即席演說。 Can paraphrasing what is heard and present in front of others smonteniously		YM-S-5.1.2	能口述見聞，或當眾簡要即席演說。	
			YM-S-4.1.3	能依語氣需要，調整說話速度。 Can adjust the tone and speed when needed (in speaking)		YM-S-5.1.3	能依語氣需要，調整說話速度。	
			YM-S-4.1.4	能注意抑揚頓挫，發揮說話技巧。		YM-S-5.1.4	能注意抑揚頓挫，發揮說話技巧。	
			YM-S-4.1.5	能注意口齒清晰、聲音響亮、當眾發表意見，並注重言談禮貌。		YM-S-5.1.5	能口齒清晰、聲音響亮、當眾發表意見，並注重言談禮貌。	
			YM-S-4.1.6	能嘗試針對他人演說的內容發表自己的意見。		YM-S-5.1.6	能針對他人演說的內容發表自己的意見。	

## Speaking

Third Grade			Fourth Grade			Fifth Grade		
YM MLA		CCSS	YM MLA		CCSS	YM MLA		CCSS
			YM-S-4.1.7	能因應不同說話目的與情境， 適度表現自己。		YM-S-5.1.7	能因應不同說話目的與情境， 適度表現自己。	
			YM-S-4.1.8	能儘量將所聽到的內容，用完整而優美的語句說出來。		YM-S-5.1.8	能將所聽到的內容， 用完整而優美的語句說出來。	
			YM-S-4.1.9	能儘量依理解的內容，選擇不同的溝通方式，適當表達。		YM-S-5.1.9	能依理解的內容，選擇不同的溝通方式，適當表達。	
			YM-S-4.1.10	能明確表達意見，並清楚表達情意。		YM-S-5.1.10	能明確表達意見，並清楚表達情意。	
			YM-S-4.1.11	能嘗試說出一篇作品的優缺點。		YM-S-5.1.11	能明白說出一篇作品的優缺點。	

## Speaking

Third Grade			Fourth Grade			Fifth Grade		
YM MLA		CCSS	YM MLA		CCSS	YM MLA		CCSS
YM-S-3.2	能合適的表達語言。	SL.3.1 SL.3.3 SL.3.4 SL.3.6	YM-S-4.2	能運用多種溝通方式。	SL 4.1, 4.2, 4.3, 4.4	YM-S-5.2	能運用多種溝通方式。	
YM-S-3.2.1	能具體詳細的講述一件事情。		YM-S-4.2.1	能用不同溝通方式，表達自己的意見。		YM-S-5.2.1	能用不同溝通方式，表達自己的意見。	
YM-S-3.2.2	能簡要作讀書報告。		YM-S-4.2.2	能選擇良好的溝通方式，建立正面的人際關係。		YM-S-5.2.2	能選擇良好的溝通方式，建立正面的人際關係。	
			YM-S-4.2.3	能在團體活動中，扮演不同角色進行溝通。		YM-S-5.2.3	能在團體活動中，扮演不同角色進行溝通。	
YM-S-3.3	能表現良好的言談。	SL.3.1 SL.3.6	YM-S-4.3	能善用中文適切表情達意。	SL 4.1.d	YM-S-5.3	能善用語言適切表情達意。	
YM-S-3.3.1	能正確、流利且帶有感情的與人交談。		YM-S-4.3.1	表達意見時，尊重包容別人的意見。		YM-S-5.3.1	表達意見時，尊重包容別人的意見。	
YM-S-3.3.2	能從言論中判斷是非，並合理應對。		YM-S-4.3.2	能以感性的話語，表達對他人的關心。		YM-S-5.3.2	能以感性的話語，表達對他人的關心。	
YM-S-3.3.3	能有條理有系統的說話。		YM-S-4.3.3	能言談中肯，並養成說話負責的態度。		YM-S-5.3.3	能言談中肯，並養成說話負責的態度。	
YM-S-3.3.4	能嘗試利用電子科技，統整訊息的內容，作報告。		YM-S-4.3.4	能儘量在言談中，妥適運用各種語言詞彙。		YM-S-5.3.4	能在言談中，妥適運用各種語言詞彙。	

## Speaking

Third Grade			Fourth Grade			Fifth Grade		
YM MLA		CCSS	YM MLA		CCSS	YM MLA		CCSS
YM-S-3.3.5	能利用播音器材練習良好的語言表達。		YM-S-4.3.5	能靈活利用電子及網路科技，統整言語訊息的內容，作詳細報告。		YM-S-5.3.5	能靈活利用電子及網路科技，統整言語訊息的內容，作詳細報告。	
			YM-S-4.3.6	能嘗試擔任廣播劇或其他表演藝術的演出。		YM-S-5.3.6	能擔任廣播劇或其他表演藝術的演出。	
			YM-S-4.3.7	能嘗試運用說話技巧，擔任不同戲劇角色。		YM-S-5.3.7	能運用說話技巧，擔任不同戲劇角色。	
			YM-S-4.3.8	能嘗試修正自己說話的內容，使之更動聽，更感人。		YM-S-5.3.8	能修正自己說話的內容，使之更動聽，更感人。	
YM-S-3.4	能把握說話重點，充分溝通。	SL.3.1 SL.3.3 SL.3.4 SL.3.6	YM-S-4.4	能自然從容發表、討論和演說。	SL 4.1, 4.2, 4.3, 4.4	YM-S-5.4	能自然從容發表、討論和演說。	
YM-S-3.4.1	能嘗試即席演說，提出自己的見解與經驗。		YM-S-4.4.1	能有條理、有系統思考，並合理的歸納重點，表達意見。		YM-S-5.4.1	能有條理、有系統思考，並合理的歸納重點，表達意見。	
YM-S-3.4.2	能儘量在討論或會議中說出重點，充分溝通。		YM-S-4.4.2	能有組織有系統的報告每件事。		YM-S-5.4.2	能有組織有系統的報告每件事。	
YM-S-3.4.3	能嘗試在辯論中精要的說出有利己方的意見。		YM-S-4.4.3	能察覺問題，並討論歧見。		YM-S-5.4.3	能察覺問題，並討論歧見。	
			YM-S-4.4.4	能養成主動表達的能力和習慣。		YM-S-5.4.4	能養成主動表達的能力和習慣。	
			YM-S-4.4.5	能報告讀書心得。		YM-S-5.4.5	能主動報告讀書心得。	
			YM-S-4.4.6	能和其他人一起討論，分享成果。		YM-S-5.4.6	能和其他人一起討論，分享成果。	
			YM-S-4.4.7	能視不同說話目的與情境，進行口頭報告，發表評論、公開演說。		YM-S-5.4.7	能視不同說話目的與情境，進行口頭報告，發表評論、公開演說。	

## Reading

	Kindergarten			First Grade			Second Grade	
YM MLA	Pre-Reading	CCSS	YM MLA		CCSS	YM MLA		CCSS
YM-R.K.01	Understand how prints are different between alphabets and characters	RF.K.1						
YM-R.K.01.1	Understand how pages are turned for reading/story books							
YM-R.K.01.2	Understand the order of how Chinese books to be read (up and down and left to right or right to left)	RF.K.1						
YM-R.K.01.3	Recognize the difference between poems and stories	RL.K.5						
YM-R.K.01.4	Providing opportunities for students to read in class and outside of class							
YM-R.K.01.5	Have books sent home to read weekly/bi-weekly							
YM-R.K.11	Able to ask and answer questions with prompt	RL.K.1	YM-R.1.11	學會用自己提問，自己回答的方法，幫助自己理解文章的內容。 Learned to self-help in comprehending the reading content through answering the question asked		YM-R.2.11	學會用自己提問，自己回答的方法，幫助自己理解文章的內容。 Learned to self-help in comprehending the reading content through answering the question asked	RL.2.1
YM-R.K.11.1	能概略瞭解故事的內容與大意 With prompt, start gaining the understanding of content read and the meaning	RL.K.3	YM-R.1.11.1	能概略瞭解課文的內容與大意 Start gaining understanding of reading content and meaning	RL.1.3	YM-R.2.11.1	能概略瞭解課文的內容與大意 Start gaining understanding of reading content and meaning	RL.2.5
YM-R.K.11.2	Can tell the story read using key words	RL.K.2	YM-R.1.11.2	Can retell stories and key details	RL.1.2	MR-2.11.2	Can retell stories and key details	RL.2.2

## Reading

	Kindergarten			First Grade			Second Grade	
YM-R.K.11.3	學習如何共同討論閱讀的內容，並分享心得 As a group, start learning how to discuss the reading content and share their experience in shared reading		MR-1.11.3	能共同討論閱讀的內容，並分享心得 Can discuss the reading content and share their experience in shared reading		MR-2.11.3	能共同討論閱讀的內容，並分享心得 Can discuss the reading content and share their experience in shared reading	
YM-R.K.11.4	概略掌握文章要點，並開始學習字詞句型。 Start to know the key points in reading and start to get familiarize the phrases and sentence structures		YM-R.1.11.4	能掌握文章要點，並熟習字詞句型。 Able to master the key points in reading and familiarize the phrases and sentence structures	RF.1.4	YM-R.2.11.4	能掌握文章要點，並熟習字詞句型。 Able to master the key points in reading and familiarize the phrases and sentence structures	RF.2.4
YM-R.K.12	Enjoy reading and dictating from picture books at grade level	RF.K.4	YM-R.1.12	能培養良好的閱讀興趣、態度和習慣。 Able to develop good reading interest, attitude, and habit		YM-R.2.12	能培養良好的閱讀興趣、態度和習慣。 Able to develop good reading interest, attitude, and habits	
						YM-R.2.12.1	能調整讀書方法，提昇閱讀的速度和效能 Able to adjust reading methods to increase reading speed and its effectiveness	

## Reading

	Kindergarten			First Grade			Second Grade	
			YM-R.1.13	能理解在閱讀過程中所觀察到的訊息		YM-R.2.13	能理解在閱讀過程中所觀察到的訊息 Able to understand the information observed during the reading process	
			YM-R.1.13.1	學習從閱讀的材料中，培養分析歸納的能力 Learning the ability to categorize from the reading material		YM-R.2.13.1	能從閱讀的材料中，培養分析歸納的能力 Developing the ability to categorize from the reading material	

## Reading

	Kindergarten			First Grade			Second Grade	
			YM-R.1.14	能概略瞭解文章的主旨及取材結構	RL1.2	YM-R.2.14	能概略瞭解文章的主旨及取材結構	RL.2.2
				Able to start understanding the main idea and how information is collected			Able to start understanding the main idea and how information is collected	
						YM-R.2.15	能思考並體會文章中解決問題的過程	
							Able to think and understand the problem solving process in the reading	
						YM-R.2.15.1	能夠思考和批判文章的內容	RL.2.6
							Able to think critically and analyze the reading content	
						YM-R.2.16	能認識基本文體的特色及寫作方式	RL.2.5

## Reading

	Kindergarten			First Grade			Second Grade	
							Able to recognize the features of the basic style read and its writing method	
						YM-R.2.16.1	能概略讀懂不同語言情境中句子的意思，並能依語言情境選用不同字詞和句子	
							Can gain some understanding of the meaning of the vocabulary and sentences and able to use them in various situation	
						YM-R.2.17	能略懂利用工具書，養成自我解決問題的能力。	
							Gain understanding to use reading tools to develop the ability to solve problems on oneself	

Reading

	Kindergarten			First Grade			Second Grade	
						YM-R.2.18	能在閱讀過程中，培育參與團體的精神，增進人際互動	
							During the reading process, students are able to foster the spirit in group participation and gain social interaction among one and anothers	

**Reading**

	Third Grade			Fourth Grade			Fifth Grade	
YM MLA		CCSS	YM MLA		CCSS	YM MLA		CCSS
YM-R.3.11	學會用自己提問，自己回答的方法，幫助自己理解文章的內容。 Learned to self-help in comprehending the reading content through answering the question asked	RL.3.1	YM-R.4.11	學會用自己提問，自己回答的方法，幫助自己理解文章的內容。 Learned to self-help in comprehending the reading content through answering the question asked	RL.4.1	YM-R.5.11	學會用自己提問，自己回答的方法，幫助自己理解文章的內容。 Learned to self-help in comprehending the reading content through answering the question asked	RL.5.1
YM-R.3.11.1	能概略瞭解課文的內容與大意 Start gaining understanding of reading content and meaning	RL.3.5		能概略瞭解課文的內容與大意 Start gaining understanding of reading content and meaning			能概略瞭解課文的內容與大意 Start gaining understanding of reading content and meaning	
YM-R.3.11.2	Can retell stories and key details	RL.3.2	YM-R.4.11.1	Can retell stories and key details	RL.4.2		Can retell stories and key details	RL.5.2

## Reading

	Third Grade			Fourth Grade			Fifth Grade	
YM-R.3.11.3	能共同討論閱讀的內容，並分享心得 Can discuss the reading content and share their experience in shared reading		YM-R.4.11.2	能共同討論閱讀的內容，並分享心得 Can discuss the reading content and share their experience in shared reading		YM-R.5.11.2	能共同討論閱讀的內容，並分享心得 Can discuss the reading content and share their experience in shared reading	
YM-R.3.11.3	能掌握文章要點，並熟習字詞句型。 Able to master the key points in reading and familiarize the phrases and sentence structures	RF.3.4 RL.3.4	YM-R.4.11.3	能掌握文章要點，並熟習字詞句型。 Able to master the key points in reading and familiarize the phrases and sentence structures	RF.4.4	YM-R.5.11.3	能掌握文章要點，並熟習字詞句型。 Able to master the key points in reading and familiarize the phrases and sentence structures	RF.5.4
YM-R.3.11.4	能依據文章內容，進行推測，討論，和下結論 Can predict, discuss, and conclude based on the reading content provided	RI.3.8	YM-R.4.11.4	能依據文章內容，進行推測，討論，和下結論 Can predict, discuss, and conclude based on the provided reading contents	RI.4.4	YM-R.5.11.4	能依據文章內容，進行推測，討論，和下結論 Can predict, discuss, and conclude based on the reading content provided	RI.5.4
YM-R.3.12	能培養良好的閱讀興趣、態度和習慣。 Able to develop good reading interest, attitude, and habits		YM-R.4.12	能培養良好的閱讀興趣、態度和習慣。 Able to develop good reading interest, attitude, and habits		YM-R.5.12	能培養良好的閱讀興趣、態度和習慣。 Able to develop good reading interest, attitude, and habit	
YM-R.3.12.1	能應用不同的閱讀理解策略，發展出自己的讀書方法並提昇學習效果 Able to adjust reading methods to increase reading speed and its effectiveness	RI.3.7	YM-R.4.12.1	能應用不同的閱讀理解策略，發展出自己的讀書方法並提昇學習效果 Able to adjust reading methods to increase reading speed and its effectiveness	RI.4.7	YM-R.5.12.1	能應用不同的閱讀理解策略，發展出自己的讀書方法並提昇學習效果 Able to adjust reading methods to increase reading speed and its effectiveness	
YM-R.3.12.2	能培養以文會友的興趣，組成讀書會，共同討論，交換心得。 Can discuss reading and share experience with others from reading		YM-R.4.12.2	能培養以文會友的興趣，組成讀書會，共同討論，交換心得。 Can discuss reading and share experience with others from reading		YM-R.5.12.2	能培養以文會友的興趣，組成讀書會，共同討論，交換心得。 Can discuss reading and share experience with others from reading	

## Reading

	Third Grade			Fourth Grade			Fifth Grade	
YM-R.3.12.3	能廣泛的閱讀各類讀物，並養成比較閱讀的能力與習慣 Can read different genres, and cultivate the habit to compare the readings	RI.3.10	YM-R.4.12.3	能廣泛的閱讀各類讀物，並養成比較閱讀的能力與習慣 Can read different genres, and cultivate the habit to compare the readings	RI.4.10	YM-R.5.12.3	能廣泛的閱讀各類讀物，並養成比較閱讀的能力與習慣 Can read different genres, and cultivate the habit to compare the readings	RL.5.10
YM-R.3.12.4	能活用不同閱讀策略，提昇學習效果 Can utilize different reading strategies to increase effective learning		YM-R.4.12.4	能活用不同閱讀策略，提昇學習效果 Can utilize different reading strategies to increase effective learning		YM-R.5.12.4	能活用不同閱讀策略，提昇學習效果 Can utilize different reading strategies to increase effective learning	
			YM-R.4.12.5	能廣泛閱讀不同種類的書籍，並養成比較閱讀的能力。 Reading different types of books and able to compare the readings.	RI.4.6	YM-R.5.12.5	能廣泛閱讀不同種類的書籍，並養成比較閱讀的能力。 Reading different types of books and able to compare the readings.	
			YM-R.4.12.6	能廣泛閱讀課外讀物及報刊雜誌，並養成比較閱讀習慣。 Reading different types of books, newspaper and magazines, and able to compare the readings.		YM-R.5.12.6	能廣泛閱讀課外讀物及報刊雜誌，並養成比較閱讀習慣。 Reading different types of books, newspaper and magazines, and able to compare the readings.	
YM-R.3.13	能理解在閱讀過程中所觀察到的訊息 Able to understand the information observed during the reading process		YM-R.4.13	能理解在閱讀過程中所觀察到的訊息 Able to understand the information observed during the reading process		YM-R.5.13	能理解在閱讀過程中所觀察到的訊息 Able to understand the information observed during the reading process	
YM-R.3.13.1	能從閱讀的材料中，培養分析歸納的能力 Developing the ability to categorize from the reading material		YM-R.4.13.1	能從閱讀的材料中，培養分析歸納的能力 Able to categorize from the reading material		YM-R.5.13.1	能從閱讀的材料中，培養分析歸納的能力 Able to categorize from the reading material	

## Reading

	Third Grade			Fourth Grade			Fifth Grade	
YM-R.3.13.2	能將閱讀的內容，加以統整，並養成主動思考、探索，轉化為日常生活解決問題的能力。 Developing to organize the reading content and think critically as to applying it to solve issues in the daily life.		YM-R.4.13.2	能將閱讀的內容，加以統整，並養成主動思考、探索，轉化為日常生活解決問題的能力。 Can organize the reading content and think critically as to applying it to solve issues in the daily life.		YM-R.5.13.2	能將閱讀的內容，加以統整，並養成主動思考、探索，轉化為日常生活解決問題的能力。 Can organize the reading content and think critically as to applying it to solve issues in the daily life.	
YM-R.3.14	能概略瞭解文章的主旨及取材結構	RL.3.2	YM-R.4.14	能瞭解文章的主旨及取材結構	RL.4.2 RI.4.2	YM-R.5.14	能概略瞭解文章的主旨及取材結構	RL.5.2 RI.5.2
	Able to determine the theme and understand how information collected in structuring a reading passage			Able to determine the theme and understand how information collected in structuring a reading passage			Able to determine the theme and understand how information collected in structuring a reading passage	
YM-R.3.15	能思考並體會文章中解決問題的過程		YM-R.4.15	能思考並體會文章中解決問題的過程		YM-R.5.15	能思考並體會文章中解決問題的過程	
	Able to think and understand the problem solving process in the reading			Able to think and understand the problem solving process in the reading			Able to think and understand the problem solving process in the reading	
YM-R.3.15.1	能從閱讀中發展系統性思考。(例如: 因為...所以...;因為...以至於...; 所先...然後...)		YM-R.4.15.1	能從閱讀中發展系統性思考。(例如: 因為...所以...;因為...以至於...; 所先...然後...)	RI.4.5	YM-R.5.15.1	能從閱讀中發展系統性思考。(例如: 因為...所以...;因為...以至於...; 所先...然後...)	RI.5.5
				Able to think critically and analyze the reading content			Able to think critically and analyze the reading content	
			YM-R.4.15.3	能陳述自己對文章的思維, 表達不同的意見	RL.3.6	YM-R.5.15.3	能陳述自己對文章的思維, 表達不同的意見	RI.3.6
				Able to state self perspective on the reading and express different opinions			Able to state self perspective on the reading and express different opinions	
YM-R.3.16	能認識基本文體的特色及寫作方式	RL.3.5	YM-R.4.16	能認識基本文體的特色及寫作方式		YM-R.5.16	能認識基本文體的特色及寫作方式	

## Reading

	Third Grade			Fourth Grade			Fifth Grade	
	Able to recognize the features of the basic style read and its writing method			Able to recognize the features of the basic style read and its writing method			Able to recognize the features of the basic style read and its writing method	
YM-R.3.16.1	能概略讀懂不同語言情境中句子的意思，並能依語言情境選用不同字詞和句子		YM-R.4.16.1	能讀懂不同語言情境中句子的意思，並能依語言情境選用不同字詞和句子		YM-R.5.16.1	能讀懂不同語言情境中句子的意思，並能依語言情境選用不同字詞和句子	
	Can gain some understanding of the meaning of the vocabulary and sentences and able to use them in various situation			Understand the meaning of the vocabulary and sentences and able to use them in various situation			Understand the meaning of the vocabulary and sentences and able to use them in various situation	
YM-R.3.16.2	能配合語言情境，理解字詞和文意間的轉化。		YM-R.4.16.2	能配合語言情境，理解字詞和文意間的轉化。		YM-R.5.16.2	能配合語言情境，理解字詞和文意間的轉化。	
	Understand the meaning of characters, phrases and sentences by connecting the plots			Understand the meaning of characters, phrases and sentences by connecting the plots			Understand the meaning of characters, phrases and sentences by connecting the plots	
			YM-R.4.16.3	能藉由朗讀,美讀,吟唱詩詞,文章.來體會文學的美感.		YM-R.5.16.3	能藉由朗讀,美讀,吟唱詩詞,文章.來體會文學的美感.	
				Through reading, chanting or reciting, one is able to appreciate the beauty of the literature/poem read			Through reading, chanting or reciting, one is able to appreciate the beauty of the literature/poem read	
YM-R.3.17	能熟練利用工具書，養成自我解決問題的能力。		YM-R.4.17	能熟練利用工具書，養成自我解決問題的能力。		YM-R.5.17	能熟練利用工具書，養成自我解決問題的能力。	
	Able to solve problems by using the tool books			Able to solve problems by using the tool books			Able to solve problems by using the tool books	
YM-R.3.17.1	能靈活應用各類工具書及電腦網路，蒐集資訊、組織材料，廣泛閱讀		YM-R.4.17.1	能靈活應用各類工具書及電腦網路，蒐集資訊、組織材料，廣泛閱讀		YM-R.5.17.1	能靈活應用各類工具書及電腦網路，蒐集資訊、組織材料，廣泛閱讀	

## Reading

	Third Grade			Fourth Grade			Fifth Grade	
	Can utilize tool books and computer to collect, organize, and read information			Can utilize tool books and computer to collect, organize, and read information			Can utilize tool books and computer to collect, organize, and read information	
			MR-4.17.2	能整合分析閱讀資料並主動利用資源進行探索.		YM-R.5.17.2	能整合分析閱讀資料並主動利用資源進行探索.	
				Able to analyze reading information and initiate exploring using resources around them			Able to analyze reading information and initiate exploring using resources around them	
YM-R.3.18	能在閱讀過程中，培育參與團體的精神，增進人際互動		YM-R.4.18	能在閱讀過程中，培育參與團體的精神，增進人際互動		YM-R.5.18	能在閱讀過程中，培育參與團體的精神，增進人際互動	
	能在閱讀過程中，培育參與團體的精神，增進人際互動 During the reading process, students are able to foster the spirit in group participation and gain social interaction among one and anothers			能在閱讀過程中，培育參與團體的精神，增進人際互動 During the reading process, students are able to foster the spirit in group participation and gain social interaction among one and anothers			能在閱讀過程中，培育參與團體的精神，增進人際互動 During the reading process, students are able to foster the spirit in group participation and gain social interaction among one and anothers	

**Writing**

Kindergarten			First Grade			Second Grade		
YM MLA	Narrative, Description Writing	CCSS	YM MLA	Narrative, Description, Practical Writing	CCSS	YM MLA	Narrative, Description, Practical Writing	CCSS
YM-W.K.11	Able to describe with combination of drawing and phrases or short sentences (Orally, turning pictures into sentences/stories)	W.K.1	YM-W.1.11	Able to write sentences and tell story from given pictures		YM-W.2.11	Able to create phrases from learned characters and practice them in the common used sentences	
YM-W.K.11.1	Able to turn the learned words into phrases or short sentences	L.K4	YM-W.1.11.1	Able to create sentences from learned characters or phrases		YM-W.2.11.1	Able to use the learned vocabulary to build sentences that flow	
YM-W.K.11.2	Able to copy and imitate the simple sentence pattern		YM-W.1.11.2	Able to use provided words to imitate writing pieces		YM-W.2.11.2	Able to start creating sentences by using Chinese proverbs	
						YM-W.2.11.3	Able to build sentences into one long paragraph	
YM-W.K.12	Able to increase vocabulary quantity by turning simple characters into phrases		YM-W.1.12	Able to increase vocabulary quantity by turning simple characters into phrases		YM-W.2.12	Able to increase vocabulary quantity by turning simple characters into phrases	
				Increase vocabulary through decoding through strokes		YM-W.2.12.1	Increase vocabulary through decoding through strokes	
						YM-W.2.12.2	開始了解修辭，試著模仿及運用 Using metaphor or simily 她的臉像紅紅的蘋果。 她急得像熱鍋上的螞蟻 <a href="http://resources.hkedcity.net/downloadResource.php?rid=804188293&amp;pid=1071775025">http://resources.hkedcity.net/downloadResource.php?rid=804188293&amp;pid=1071775025</a>	

**Writing**

Kindergarten			First Grade			Second Grade		
YM MLA	Narrative, Description Writing	CCSS	YM MLA	Narrative, Description, Practical Writing	CCSS	YM MLA	Narrative, Description, Practical Writing	CCSS
YM-W.K.13	Able to recognize narrative and descriptive writing		YM-W.1.13	Able to recognize narrative and descriptive writing				
YM-W.K. 13.1	Able to copy and imitate simple narrative and descriptive writing		YM-W.1. 13.1	Able to copy and imitate simple narrative and descriptive writing		YM-W.2.13	Able to recognize the narrative, descriptive and practical writing	
YM-W.K.13.2	Compose responses to different types of reading material (fiction, non-fiction, etc.)	W.K.2	YM-W.1.13.2	Learn how to write from reading different types of reading appreciation	W.1.1	YM-W.2. 13.1	Able to copy and imitate simple narrative and descriptive writing	W.2.3
						YM-W.2.13.2	Learn how to write from reading different types of reading appreciation	W.2.10
						YM-W.2.13.3	能練習剪貼作文。 Able to to practice composition from cut materials	

**Writing**

Kindergarten			First Grade			Second Grade		
YM MLA	Narrative, Description Writing	CCSS	YM MLA	Narrative, Description, Practical Writing	CCSS	YM MLA	Narrative, Description, Practical Writing	CCSS
YM-W.K.14	Able to recognize and practice "comma" in writing		YM-W.1.14	能認識並練習使用標點符號(句號,逗號, 問號) Able to recognize and practice punctuation: period, comma, and question mark				
			YM-W.1.15	概略知道寫作的步驟(從收集材料, 到審題、立意、選材及安排段落、組織成篇), 逐步豐富作品的內容 Start knowing the simple steps for writing (collectig info, topic selection, sectioning, organizing)	W.1.2	YM-W.2.14	能認識並練習使用標點符號(句號,逗號, 問號,冒號,引號,驚嘆號)	
			YM-W.1.15.1	能用口述或筆述, 寫出自己身邊或與鄉土有關的人、事、物 Able to describe orally or writtenly about what students have had experienced around them	W.1.3	YM-W.2.15	進一步知道寫作的步驟(從收集材料, 到審題、立意、選材及安排段落、組織成篇), 逐步豐富作品的內容 Start having the concept of how a composition is formed (from choosing a topic, collecting info, paragraphing and organizing)	W.2.2 W.2.4
			YM-W.1.15.2	試著用文字來表達自己對日常生活的想法 Able to use pratical writing to express daily event/life, such as: card, letter, note, journal...	W.1.5	YM-W.2.15.1	開始了解觀察周圍事物, 並寫下重點的習慣 Can keep a habit of observing things around them and jog down the key info.	W.2.3
			YM-W.1.15.3	Able to use daily life event to create note, card, letter and journal		YM-W.2.15.2	能應用文字來表達自己對日常生活的想法 Able to use pratical writing to express daily event/life, such as: card, letter, note, journal...	
						YM-W.2.15.3	Able to use daily life event to create note, card, letter, and journal	

**Writing**

Kindergarten			First Grade			Second Grade		
YM MLA	Narrative, Description Writing	CCSS	YM MLA	Narrative, Description, Practical Writing	CCSS	YM MLA	Narrative, Description, Practical Writing	CCSS
			YM-W.1.16	能概略分辨出作品中文句的錯誤。 Start to recognize the major mistakes in a sentence				
						YM-W.2.16	能指出作品中有明顯錯誤的句子。 Able to recognize the major mistakes in sentences in a writing	
						YM-W.2.16.1	可以在老師的引導下在小組中完成修改自己及他人的句子	W.2.5

**Writing**

	Third Grade		Fourth Grade			Fifth Grade		
YM MLA	Narrative, Descriptive, Practical, and Opinion	CCSS	YM MLA	Narrative, Descriptive, Practical, Opinion/Position, and Research Writing	CCSS	YM MLA	Narrative, Descriptive, Practical, Opinion/Position, and Research Writing	CCSS
YM-W.3.11	Able to create phrases from learned characters and practice them in the common used sentences		YM-W.4.11	Able to create phrases from learned characters and practice them in the common used sentences		YM-W.5.11	Able to create phrases from learned characters and practice them in the common used sentences	
YM-W.3.11.1	Able to use the learned vocabulary to build sentences that flow		YM-W.4.11.1	Able to use the learned vocabulary to build sentences that flow		YM-W.5.11.1	Able to use the learned vocabulary to build sentences that flow	
YM-W.3.11.2	Able to create sentences by using Chinese proverbs		YM-W.4.11.2	Able to create sentences by using Chinese proverbs		YM-W.5.11.2	Able to create sentences by using Chinese proverbs	
YM-W.3.11.3	Able to build sentences into three paragraph (beginning, middle, end)		YM-W.4.11.3	Able to build sentences into various paragraphs (consist of beginning, middle, end)		YM-W.5.11.3	Able to build sentences into various paragraphs, each paragraph consist of beginning, middle, and end to transit into next paragraph or conclusion	
YM-W.3.12	Able to increase vocabulary quantity by turning simple characters into phrases		YM-W.4.12	Able to increase vocabulary quantity by turning simple characters into phrases		YM-W.5.12	Able to increase vocabulary quantity by turning simple characters into phrases	
YM-W.3.12.1	Increase vocabulary through decoding through strokes		YM-W.4.12.1	Increase vocabulary through decoding through strokes		YM-W.5.12.1	Increase vocabulary through decoding through strokes	
YM-W.3.12.2	模仿,運用修辭的特性		YM-W.4.12.2	開始能把握修辭的特性, 並加以模仿及運用		YM-W.5.12.2	能把握修辭的特性, 並加以模仿及運用	

## Writing

	Third Grade		Fourth Grade			Fifth Grade		
YM MLA	Narrative, Descriptive, Practical, and Opinion	CCSS	YM MLA	Narrative, Descriptive, Practical, Opinion/Position, and Research Writing	CCSS	YM MLA	Narrative, Descriptive, Practical, Opinion/Position, and Research Writing	CCSS
			YM-W.4.12.3	能靈活應用修辭技巧，讓作品更加精緻感人		YM-W.5.12.3	能靈活應用修辭技巧，讓作品更加精緻感人	
YM-W.3.13	Able to recognize the narrative, descriptive, practical, and opinion writing		YM-W.4.13	Able to recognize narrative, descriptive, practical, and opinion/position writing		YM-W.5.13	Able to recognize narrative, descriptive, practical, opinion/position, and research writing	
YM-W.3.13.1	Able to write narrative, descriptive, practical, and opinion writing	W.3.1 W.3.2 W.3.3	YM-W.4.13.1	Able to write narrative, descriptive, practical, and opinion/position writing	W.4.1 W.4.2 W.4.3	YM-W.5.13.1	Able to write narrative, descriptive, practical, and opinion/position writing	W.5.1 W.5.2 W.5.3
YM-W.3.13.2	Able to write from reading different types of reading appreciation-express by using different ways of writing	W.3.10	YM-W.4.13.2	Able to write from reading different types of reading appreciation-express by using different ways of writing	W.4.10	YM-W.5.13.2	Able to write from reading different types of reading appreciation-express by using different ways of writing	W.5.10
YM-W.3.13.3	能配合學校活動，練習寫作應用文(如：通知、公告、讀書心得、參觀報告、會議記錄、生活公約、短篇演講稿等)。	W.3.8	YM-W.4.13.3	能配合學校活動，練習寫作應用文(如：通知、公告、讀書心得、參觀報告、會議記錄、生活公約、短篇演講稿等)。		YM-W.5.13.3	能配合學校活動，練習寫作應用文(如：通知、公告、讀書心得、參觀報告、會議記錄、生活公約、短篇演講稿等)。	W.5.8
YM-W.3.13.4	能應用改寫、續寫、擴寫、縮寫等方式寫作		YM-W.4.13.4	能應用改寫、續寫、擴寫、縮寫等方式寫作	W.4.4 W.4.5	YM-W.5.13.4	能應用改寫、續寫、擴寫、縮寫等方式寫作	W.4.4 W.5.5
YM-W.3.13.5	能寫出事理通順、舉證充實的議論文和抒發情意的抒情文	W.3.1 W.3.3	YM-W.4.13.5	能寫出事理通順、舉證充實的議論文和抒發情意的抒情文	W.4.1 W.4.3	YM-W.5.13.5	能寫出事理通順、舉證充實的議論文和抒發情意的抒情文	W.5.1 W.5.3
YM-W.3.13.6	能配合閱讀教學，練習撰寫摘要、札記及讀書卡片等		YM-W.4.13.6	能配合閱讀教學，練習撰寫摘要、札記及讀書卡片等		YM-W.5.13.6	能配合閱讀教學，練習撰寫摘要、札記及讀書卡片等	

## Writing

	Third Grade		Fourth Grade				Fifth Grade		
YM MLA	Narrative, Descriptive, Practical, and Opinion	CCSS	YM MLA	Narrative, Descriptive, Practical, Opinion/Position, and Research Writing	CCSS	YM MLA	Narrative, Descriptive, Practical, Opinion/Position, and Research Writing	CCSS	
YM-W.3.13.7	能配合各學習領域，練習寫作格式完整的讀書報告	W.3.1 W.3.2 W.3.3	YM-W.4.13.7	能配合各學習領域，練習寫作格式完整的讀書報告	W.4.1 W.4.2 W.4.3	YM-W.5.13.7	能配合各學習領域，練習寫作格式完整的讀書報告	W.5.1 W.5.2 W.5.3	
YM-W.3.14	能瞭解標點符號的功能，並在寫作時恰當的使用		YM-W.4.14	瞭解標點符號的功能，並適當使用		YM-W.5.14	瞭解標點符號的功能，並適當使用		
YM-W.3.15	知道寫作的步驟(從收集材料，到審題、立意、選材及安排段落、組織成篇)，逐步豐富作品的內容	W.3.4	YM-W.4.15	掌握寫作步驟，充實作品的內容，精確的表達自己的思想	W.4.4	YM-W.5.15	掌握寫作步驟，充實作品的內容，精確的表達自己的思想	W.5.4	
YM-W.3.15.1	能養成觀察周圍事物，並寫下重點的習慣 Can keep a habit of observing things around them and jog down the key info.		YM-W.4.15.1	能撰寫自己的工作計劃或擬定各項計劃。		YM-W.5.15.1	能撰寫自己的工作計劃或擬定各項計劃。		
YM-W.3.15.2	能應用文字來表達自己對日常生活的想法 Able to use pratical writing to express daily event/life, such as: card, letter, note, journal...	W.3.4	YM-W.4.15.2	能集體合作，設計宣傳海報或宣傳文案，傳遞對環境及人群的人文關懷。		YM-W.5.15.2	能集體合作，設計宣傳海報或宣傳文案，傳遞對環境及人群的人文關懷。		
YM-W.3.15.3	Able to use words to express culture events, activities, reports....		YM-W.4.15.3	能靈活運用文字，透過寫作，介紹其他國家的風土民情		YM-W.5.15.3	能靈活運用文字，透過寫作，介紹其他國家的風土民情		

## Writing

	Third Grade		Fourth Grade			Fifth Grade		
YM MLA	Narrative, Descriptive, Practical, and Opinion	CCSS	YM MLA	Narrative, Descriptive, Practical, Opinion/Position, and Research Writing	CCSS	YM MLA	Narrative, Descriptive, Practical, Opinion/Position, and Research Writing	CCSS
YM-W.3.15.4	能主動創作，並發表自己的作品		YM-W.4.15.4	能主動創作，並發表自己的作品		YM-W.5.15.4	能主動創作，並發表自己的作品	
YM-W.3.16	能從內容、詞句、標點方面，修改自己的作品	W.3.5	YM-W.4.16	能從內容、詞句、標點方面，修改自己的作品	W.4.5	YM-W.5.16	能從內容、詞句、標點方面，修改自己的作品	W.5.5
YM-W.3.16.1	開始具備自己修改作文的能力，並主動和他人交換寫作心得	W.3.5	YM-W.4.16.1	能具備自己修改作文的能力，並主動和他人交換寫作心得	W.4.5	YM-W.5.16.1	能具備自己修改作文的能力，並主動和他人交換寫作心得	W.5.5
YM-W.5.17	Can utilize technology for writing	W.3.6 W.3.7	YM-W.4.17	Can use technology for writing	W.4.6 W.4.7	YM-W.5.17	Can use technology for writing	W.5.6 W.5.7
YM-W.3.17.1	能利用電腦編輯班刊或自己的作品集	W.3.6	YM-W.4.17.1	能利用電腦編輯班刊或自己的作品集	W.4.6	YM-W.5.17.1	能利用電腦編輯班刊或自己的作品集	W.5.6
						YM-W.5.17.2	能編輯學校刊物，擴充標題撰寫、表現技巧、圖文配合、字體安排等寫作經驗。	
							Able to demonstrate overall writing abilities through edit school newspaper, elaborating title writing, showing writing skills/techniques, illustrating drawing with prints, organizing the fonts and etc.	

	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	Grade 5
<b>標點符號</b>						
, 。 ? : ; ! 、 — ( ) .... << >> < > " " ' ' 「 」 _____underline the name/place	° , ?	。 ? ! , 、	。 ? ! , 、 : 「 」 " "	。 ? ! , 、 : 「 」 " " _____(名字,地點) ( ),	。 ? ! , 、 : 「 」 " " _____(名字,地點) ( ),	。 ? ! , 、 : 「 」 " " _____(名字,地點) ( ) 〈 〉 << >>
	Know them	Know them	Know them and function of the basic ones	Know them and know the function of each one	Know them and know the function of each one	Know them and know the function of each one
<b>動詞 (This is going by your context)</b>						
與口相關動作: 說,叫, 問,吹,咬,品 講,談,論,讀,帶,請 吵	說,叫, 問,吹,咬, ,讀,,請,吵	談,講,帶	品	論		
與手相關動作: 打,拍,拉,推,,接,抓, 舉,撐,放,拿,取 給,做,扯,搬,倒,寫	打,拍, ,放,拿, ,做	搬,倒,接,寫 拉,抓,	推,撐,扯,舉,給	取		
與腳相關動作: 站,跑,走,跳,坐,	站,跑,走,,	跳,坐	踢,踩			
與耳相關動作: 聽....	聽,					
與眼相關動作: 看, 閱...	看,		閱,			
心理活動類(五感, 情 緒類的): 怕,哭,喜歡,愛,恨, ,討厭,笑, 害怕,快樂,覺得,想 知道	喜歡,愛, ,快樂,	怕,害怕,想,笑,哭,	恨,討厭,覺得,知道			
食物: 吃,喝,煮,炒,	吃,喝,,		煮,炒			
休閒活動: 跑,走,跳,爬,踢, 游(游泳), 彈.	跑,走,	跳,爬,游(游泳)	踢	彈		
交通工具: 開,駕,騎,飛.	開,飛		駕,騎,			

## CONVENTIONS

	<u>KINDERGARTEN</u>	<u>GRADE 1</u>	<u>GRADE 2</u>	<u>GRADE 3</u>	<u>GRADE 4</u>	<u>Grade 5</u>
衣服類: 穿,脫,戴,夾	穿,脫,		戴,夾			
<b>代名詞 Pronoun</b>						
example: 我, 他,她,它,牠,你,妳,您,我 們,他們,她們,牠們,它們 ,你們,妳們,您們, 這,這些,那,那些	你,妳,我, 他,她,我們,他們,她們, 牠們	我, 你(妳),他(她,牠,它), (們),您(們)	人家	咱 咱家 咱們		
<b>連詞</b>		這,這些,那,那些	這兒/裡,那兒/裡,			
Example: 和, 同, 跟,還有,	和,也	也,跟,同,跟,都,或(者)	還有			
<b>介詞</b>						
在,到,給,從,離,往 ,向,跟, 對,	到,在	跟,從,.到	去.對,給, 離	向,往,		
<b>假設口氣</b>		如果	要是,假如, 假設	若是,假使,萬一	縱使,即使	
<b>量詞</b>						
各,棟 ,群,把,筆,戶,件,只 部,瓶,包,盒,間 對,堆,步,雙,駕,頭,座,輛, 份,棟,株,台,臺,副,則,盆, 罐,杯,塊,種,面,次,回,頁, 班,車,筆,艘	個,位,朵,位,排,杯,條,根, 隻,件,本	條,隻,本,棵,片,張, 枝,根,顆,串,輛,把,盤,塊, 包,頁,盒,雙,頭,頂	面,份,座,對,把,棟,堂,班, 艘,面,所,部,群,份,種,對, 間	戶,堆,件,扇	則,筆,	
斤,兩,寸,吋,尺,碼,元,半	元,半	兩,(二與兩的用法)				
<b>疊詞</b>						
	單字形容疊詞 (紅紅的,美美的..) 動詞疊詞(動動看,拿拿 看,聞聞看...) AAB,	單字形容疊詞 (紅紅的,美美的..) 動詞疊詞(動動看,拿拿 看,聞聞看...) AAB	AABB ABB	ABAB		
<b>形容詞</b>						
量: 多,少,長,短	多,少,長,短	多,少,長,短				

**CONVENTIONS**

	<b><u>KINDERGARTEN</u></b>	<b><u>GRADE 1</u></b>	<b><u>GRADE 2</u></b>	<b><u>GRADE 3</u></b>	<b><u>GRADE 4</u></b>	<b>Grade 5</b>
<b>體態:</b> 高,矮,大,小,胖,瘦,肥, 距離 (測量): 近,遠, 淺,深,低,	大,小	高,矮,大,小,胖,瘦	肥			
	近,遠	近,遠, 淺,深,低,				
<b>方向詞</b>						
上,下,左,右,前,後 旁,邊,裡,外,中間,底 東,南,西,北	上,下,左,右	底下,前,後,中間,旁邊	往,東,南,西, 北			
<b>的,得,地</b>						
	的	的,得	的,得,地			
<b>副詞</b>						
也,都,全,只,就,才,不 沒,別又,再,還, 太 ,真, 很,從來,一直	也,就,太,不,沒	才,只,全,都,再	別(又),從來, 一直,真,還,很			
<b>功能詞</b>						
對,沒,不,是,不,別,沒有, 也,有,要,會,像,不用,什 麼, 怎麼 為什麼,怎麼樣,怎們辦, 把,可以,都 和,跟,或,或是,的	對, 沒(有),不(會), 也,是,有,會,什麼,為什, 要(不要)	,不用,也,能,(不)可以,都, 或(者),要(不要)	或(者/是),被,給,別,, 把,都,			
<b>Others</b>						
example: 或是, 是, 能 .....		兩/二	有的/一些 和/跟	剛/剛才 一下兒/一點兒 有點兒/一點兒	還是/或者 差不多/差一點兒	
<b>句式 (類型)</b> <b>could be a word or a way to demonstrate</b>						

## CONVENTIONS

	<u>KINDERGARTEN</u>	<u>GRADE 1</u>	<u>GRADE 2</u>	<u>GRADE 3</u>	<u>GRADE 4</u>	<u>Grade 5</u>
	人+ 事 時+人+地+事	人+ 事 時+人+地+事 (做什麼?) (看到什麼?) (聽到什麼?) (說什麼?) (想什麼?)	人+ 事 時+人+地+事 (做什麼?) (看到什麼?) (聽到什麼?) (說什麼?) (想什麼?) 時+(修飾句)人物+(修飾句)地點+(修飾句)事情	時+人+地+事+感受 時+人+地+事+變化 時+(修飾句)人物+(修飾句)地點+(修飾句)事情	時+人+地+事+感受 時+人+地+事+變化 時+(修飾句)人物+(修飾句)地點+(修飾句)事情	時+人+地+事+感受 時+人+地+事+變化 時+(修飾句)人物+(修飾句)地點+(修飾句)事情
問句:嗎,呢,哪裡,什麼,怎麼, __不__, 為什麼,	你幾歲? 這是什麼(...)? 你喜歡__嗎? 為什麼....? N+為什麼.....? 哪裡/個 什麼是...? (嗎,呢,) know how to say it...	正反疑問句(好不好,要不要...) 好嗎?, 行嗎?,可以嗎?對嗎? know how to say it..	你幾歲? 這是什麼(...)? 你喜歡__嗎? 為什麼....? N+為什麼.....? 哪裡 什麼是...? (嗎,呢,) 吧 正反疑問句(好不好,要不要...) Know how to use it	正反疑問句(好不好,要不要...) 好嗎?, 行嗎?,可以嗎?對嗎? Know how to use it		
比較句:比,比較,	這個/那個__比這/那個.....(A 比B....) A 和B 一樣 最	A 跟B 一樣 像 更	A 不如B			
反問句:不__嗎,你呢,			不__嗎? 你呢?	例:然道+N+就(要)...?		
直述句 P/N+ (neg) V P/N + (neg)V + N P/N + (neg) A + N P/N + V + IO + DO P/N + (neg) V + IO + DO	我(不)喜歡+N 我喜歡+V (+DO) 我不喜歡+V(+DO) 我(不)喜歡+N.....因為.... ...	我喜歡+V (+DO) .....因為..... 我不喜歡+V(+DO).....因為.....	P/N + V + IO + DO P/N + (neg) V + IO + DO	P/N + V + IO + DO P/N + (neg) V + IO + DO	P/N + V + IO + DO P/N + (neg) V + IO + DO	P/N + V + IO + DO P/N + (neg) V + IO + DO
過去型態	V+了	V+過				

## CONVENTIONS

	<u>KINDERGARTEN</u>	<u>GRADE 1</u>	<u>GRADE 2</u>	<u>GRADE 3</u>	<u>GRADE 4</u>	<u>Grade 5</u>
複句						
因果句	因為... ....所以...	因為... ....所以... 因為..所以	既然...就...	...因此... 既然...就.... 由於...只好....	由於...(因而)... ....為的是....	
假設	如果...	如果...就	一旦 要是...就...	若...便...	假使...就...	
連貫句	就	先....再 ..先...就...	.....便..... 一...就.... 於是 首先....再/然後 第一,第二,第三..最後...	起先(初)...後來.... ...接著...最後... 先是...接著...後來...	(首)先..再/又..然後..最後	首先...接著...然後...最後
轉折句	...但是 (可是)...	.....卻..... ..才.. 只有...才	然而 ...突然.. .. ..不過.. ...只是...	雖然...卻(但,但是)...  雖然...可是... 起初 (最初)....後來... 會是	固然...卻...	儘管...卻(還是)...
並列句	也	一邊....一邊 又....又	一會兒....一會兒 有的...有的 不是...就是(而是)... 不是...而是...	一方面....(另)一方面 一面...一面... 除了...還... 即....又.. 即...也...	不管....或是...	時而...時而..
條件句			只要...就(就能,就會,都) ...	無論...都.... 無論(不管,不論)....或是.. ...	...必須...才能... 憑...也...	
遞進句		而且	不但...(還)... 並且 除了...還...	不止...而且... 不但....也...	只要...就... 不但不...反而... 不但...而且...也...	不僅...也(還)... 即可以...又可以... 不但...也...甚至...
目的句			為了..... 為了...必須	...省得....	...以便... ...以免...	
選擇句			..是...還是... 或者... ...或...或...	...不是...就是... ...是...不是	或者...或者... 寧願...也不...	與其...不如....
成語						

## CONVENTIONS

	<u>KINDERGARTEN</u>	<u>GRADE 1</u>	<u>GRADE 2</u>	<u>GRADE 3</u>	<u>GRADE 4</u>	<u>Grade 5</u>
心情	歡天喜地 大驚小怪	心花怒放 坐立不安 依依不捨 悶悶不樂	興高采烈 火冒山丈 大發雷霆 愛不釋手	怒氣衝天 一見如故 形影不離 咬牙切齒 面紅耳赤 樂而忘返	臉紅脖子粗 令人作噁 流連忘返 心平氣和	體貼入微 恨之入骨
	五顏六色	一石二鳥	手足情深 相依為命 三心二意 獨一無二 千言萬語 三五成群 孟母三遷	千方百計 成人之美 三番兩次 天氣萬千 事半功倍 事倍功半 坐井觀天	無微不至 愛屋及烏 志同道合 接二連三 推三堵四 丟三落四 千辛萬苦 七嘴八舌	如獲至寶  三姑六婆 多此一舉 一言既出,駟馬難追 模稜兩可 三教九流 千篇一律 七零八落
誇張			一目十行	一日千里	寸步難行	九牛二虎
反義		七上八下	三長兩短 異口同聲	凶多吉少 小題大作	起死回生	供不應求 顛三倒四
比喻	人山人海	十全十美 手忙腳亂	美如天仙	情同手足		
唐詩						
	<u>夜思</u>	相思	下江陵	山居秋暝	清明 (杜牧)	賦得古原草送別
		清明	回鄉偶書	尋隱者不遇	游子吟	塞上曲 塞下曲
		鋤禾		鹿柴	哥舒歌	九月九日憶山東兄弟
		春曉			金縷衣	楓橋夜泊
		登鸛雀樓		楓橋夜泊		

PinYin											
Kindergarten		First Grade		2nd Grade		3rd Grade		4th Grade		5th Grade	
YM-PY-K.0	能分辨出字的起音和尾音 Recognizes the beginning and ending sounds of each character	YM-PY-1.0	能分辨字/詞結尾的押韻 Recognizing the rhyming sounds/words	YM-PY-2.0	能認念、拼讀及書寫注音五聲符號 Can recognize, sound, write the tones	YM-PY-3.0	能正確認念、拼讀及書寫注音五聲符號 Can accurately recognize, sound and write the tones				
YM-PY-K.0.1	能分辨五聲的不同 Can recognize the tones	YM-PY-1.0.1	能正確分辨,說出五聲的不同 Can differentiate the tones and tell how it is different								
				YM-PY-2.1.	能認念、拼讀及書寫注音符號。 Can recognize, sound and write Pinyin	YM-PY-3.1	能運用注音符號,理解字詞音義,提升閱讀效能。	YM-PY-4.1	能運用注音符號,理解字詞音義,提升閱讀效能。	YM-PY-5.1	能運用注音符號,分辨字詞音義,增進閱讀理解。
				YM-PY-2.1.1.	能認念注音符號。 Can recognize and read Pinyin	YM-PY-2.1.1.	能正確認念注音符號。 Can accurately recognize and read Pinyin				
				YM-PY-2.1.2	能拼讀注音符號。 Can sound out Pinyin	YM-PY-2.1.2	能正確拼讀注音符號。 Can accurately sound out Pinyin				
				YM-PY-2.1.3	能書寫注音符號 Can write in Pinyin	YM-PY-2.1.3	能正確書寫注音符號 Can accurately writing in Pinyin				

PinYin											
Kindergarten		First Grade		2nd Grade		3rd Grade		4th Grade		5th Grade	
				YM-PY-2.2	能運用注音符號表情達意，分享經。 Can use the Pinyin to share and communicate	YM-PY-3.2	能瞭解注音符號和語調的變化，並應用於朗讀文學作品。 Understands how intonation works and applies in reading literatures	YM-PY-4.2	能瞭解注音符號中語調的變化，並應用於朗讀文學作品。 Understands how intonation works and applies in reading literatures	YM-PY-5.2	能運用注音符號，檢索資料，解決疑難問題，增進學習效能。
				YM-PY-2.2.1	能運用注音符號，提升說話及閱讀能力。 Utilizes Pinyin to enhance speaking and reading skills					YM-PY-5.2.1	能運用注音符號，檢索並處理資料，以解決疑難問題，增進學習效能。
				YM-PY-2..2.2	能運用注音符號，和他人分享自己的經驗和想法。 Can share one's experience and ideas using Pinyin						
				YM-PY-2.3	能欣賞並朗讀標注注音符號的優美語文讀物。 Can read and appreciate readers using Pinyin	YM-PY-3.3	能藉由標注注音符號來欣賞並朗讀優美語文讀物。 Can read and appreciate readings with assistance of Pinyin	YM-PY-4.3	能藉由標注注音符號來欣賞並朗讀優美語文讀物。 Can read and appreciate readings with or without the assistance of Pinyin	YM-PY-5.3	能藉由標注注音符號來欣賞並朗讀優美語文讀物。 Can read and appreciate readings with or without the assistance of Pinyin

PinYin											
Kindergarten		First Grade		2nd Grade		3rd Grade		4th Grade		5th Grade	
				YM-PY-2.4	能運用注音符號輔助識字，擴充閱讀。 Uses Pinyin to help recognize words and increase reading abilities	YM-PY-3.4	能運用注音符號輔助識字，擴充閱讀。 Uses Pinyin to help recognize words and increase reading abilities	YM-PY-4.4	能運用注音符號輔助識字，擴充閱讀。 Uses Pinyin to help recognize words when needed and increase reading abilities	YM-PY-5.4	能運用注音符號輔助識字，擴充閱讀。 Uses Pinyin to help recognize words when needed and increase reading abilities
				YM-PY-2.4.1	能運用注音符號輔助認識文字。 Uses Pinyin to assist in learning new words						
				YM-PY-2.4.2	能運用注音讀物，擴充閱讀範圍。 Uses readers with Pinyin to increase reading categories						
				YM-PY-2.4.3	能學習選擇適合自己程度的注音讀物，培養自我學習興趣。 Leans how to pick the appropriate readers with Pinyin to nurture the interest of self-learning	YM-PY-3.4.3	能選擇適合自己程度的注音讀物，培養自我學習興趣。 Chooses appropriate level readers with Pinyin or without to nurture self-learning	YM-PY-4.4.3	能選擇適合自己程度的讀物，培養自我學習興趣。 Chooses appropriate reading materials with Pinyin or without to nurture self-learning	YM-PY-5.4.3	能選擇適合自己程度的讀物，培養自我學習興趣。 Picks appropriate reading materials to foster self-learning

PinYin											
Kindergarten		First Grade		2nd Grade		3rd Grade		4th Grade		5th Grade	
				YM-PY-2.5	能運用注音符號，記錄訊息，表達意見。 Learns to take notes with Pinyin and express ideas	YM-PY-3.5	能運用注音符號輔助記錄訊息，表達意見。 Can take notes with Pinyin and express ideas	YM-PY-4.5	能運用注音符號，擴充自學能力，提升語文學習效能。 Uses Pinyin to enhance ability in self-learning and promote the effectiveness in language learning	YM-PY-5.5	能運用注音符號，擴充自學能力，提升語文學習效能。 Uses Pinyin to enhance ability in self-learning and promote the effectiveness in language learning
				YM-PY-2.5.1	能運用注音符號之輔助，記錄訊息。 Uses Pinyin to assist in taking notes	YM-PY-3.5.1	能運用注音符號之輔助，記錄訊息。 Uses Pinyin to assist in taking notes	YM-PY-4.5.1	能運用注音符號使用電子媒體 (如：數位化字辭典等)，提升語文學習效能 Uses Pinyin with electronic technology/apps to enhance effective language learning	YM-PY-5.5.1	能運用注音符號使用電子媒體 (如：數位化字辭典等)，提升語文學習效能 Uses Pinyin with electronic technology/apps to enhance effective language learning
				YM-PY-2.5.2	能運用注音符號之輔助，表達自己的經驗和想法(如：寫日記、便條) Uses Pinyin to assist to share experience and ideas in writing	YM-PY-3.5.2	能運用注音符號之輔助，表達自己的經驗和想法(如：寫日記、便條) Uses Pinyin to assist to share experience and ideas in writing	YM-PY-4.5.2	能運用注音符號之輔助，表達自己的經驗和想法(如：寫日記、便條) Uses Pinyin to assist to share experience and ideas in writing		

PinYin										
Kindergarten		First Grade		2nd Grade		3rd Grade		4th Grade		5th Grade
				YM-PY-2.5.3	能就所讀的注音讀物，說出自己發現的問題和想法。 Explores problems and ideas from reading books with Pinyin	YM-PY-3.5.3	能就所讀的注音讀物，說出自己發現的問題和想法。 Explores problems and ideas from reading books with Pinyin	YM-PY-4.5.3	能就所讀的注音讀物，說出自己發現的問題和想法。 Explores problems and ideas from reading books with Pinyin	
				YM-PY-2.5.4	能就所讀的注音讀物，提出自己的看法，並做整理歸納。 Expresses and categorizes ideas from the books read with assistance of Pinyin	YM-PY-3.5.4	能就所讀的注音讀物，提出自己的看法，並做整理歸納。 Expresses and categorizes ideas from the books read with assistance of Pinyin	YM-PY-4.5.4	能就所讀的注音讀物，提出自己的看法，並做整理歸納。 Expresses and categorizes ideas from the books read with assistance of Pinyin	
				YM-PY-2.6	能運用注音符號，擴充語文學習的空間，增進語文學習 Uses Pinyin to increase and enhance language learning	YM-PY-3.6	學習運用注音輸入的方法，處理資料，提升語文學習效能。 Learns how to type Pinyin to organize and increase learning effectiveness	YM-PY-4.6	能運用注音輸入的方法，處理資料，提升語文學習效能。 Can type in Pinyin to organize information and increase learning effectiveness	YM-PY-5.6 能運用注音輸入的方法，書寫文章，提升語文學習效能。 Can type in Pinyin to create paper and increase learning effectiveness

PinYin											
Kindergarten		First Grade		2nd Grade		3rd Grade		4th Grade		5th Grade	
				YM-PY-2.7	能學習運用注音符號，檢索資料，解決學習上的疑難問題。 Learns to use Pinyin to look up information and try to solve problems in learning	YM-PY-3.7	能運用注音符號，檢索資料，解決學習上的疑難問題。 Can use Pinyin to look up information and try to solve problems in learning	YM-PY-4.7	能運用注音符號，檢索資料，解決學習上的疑難問題。 Can use Pinyin when needed to look up information and solve problems in learning	YM-PY-5.7	能運用注音符號，檢索資料，解決學習上的疑難問題。 Can use Pinyin only when needed to look up information and solve problems in learning

**Word Recognition & Handwriting**

Kindergarten		First Grade		Second Grade	
	識200-250常用字,詞		識350-450 常用字,詞(700)		識750-850 常用字,詞 (1200)
	Recognize 200-250 most often used words		Recognize 350-450 most often used words		Recognize 750-850 most used words
	寫90-100 常用字		寫250-300 常用字,詞		寫 500-550 常用字,詞
	Writes 90-100 most often used words		Writes 250-300 most often used words		Writes 500-550 most often used words
YM-WRHW-K.1	能養成良好的書寫習慣 Able to develop proper writing habit	YM-WRHW-1.1	能保持良好的書寫習慣(正確的坐姿及執筆方法), 並且運筆熟練 Able to keep good writing habit (sit and hold pen properly)	YM-WRHW-2.1	能保持良好的書寫習慣(正確的坐姿及執筆方法), 並且運筆熟練 Able to keep good writing habit (sit and hold pen properly)
YM-WRHW-K.1.1	能養成良好的書寫姿勢(良好的坐姿、正確的執筆和運筆的方法), 並養成保持整潔的書寫習慣 Able to develop proper posture for writing (sitting, holding pen and writing order) and a habit to write clean and neatly	YM-WRHW-1.1.1	能養成執筆合理、坐姿適當, 以及書寫正確、迅速、保持整潔與追求美觀的習慣。 Can hold pen correctly, sit properly, write correctly, quickly, neatly and beautifully	YM-WRHW-2.1.1	Build good habit to use dictionary to look up words
YM-WRHW-K.1.2	能正確的使用和保管寫字工具 Able to develop the proper way of using the writing tools and know how to keep and organize them				
YM-WRHW-K.2	學習找尋寫字的興趣 Learns to recognize the fun of writing	YM-WRHW-1.2	能激發自我寫字的興趣 Can self-motivate the interest of writing	YM-WRHW-2.2	能激發自我寫字的興趣 Can self-motivate the interest of writing
		YM-WRHW-1.2.1	試著自我要求寫出工整的字 Tries to self-demand to write characters neatly	YM-WRHW-2.2.1	能自我要求寫出工整的字 Can self-demand to write characters neatly
YM-WRHW-K.3	能自我要求寫出工整的字 Can self-demand writing neatly	YM-WRHW-1.3	Can write with correct stroke orders	YM-WRHW-2.3.	Can write with correct stroke orders
YM-WRHW-K.3.1	Recognize the name of the strokes and write with correct stroke orders	YM-WRHW-1.3.1	Can name the stroke names correctly	YM-WRHW-2.3.1	Can name the stroke names correctly

**Word Recognition & Handwriting**

Kindergarten		First Grade		Second Grade	
		YM-WRHW-1.3.2	能概略瞭解筆畫、偏旁變化及結構原理 Have an idea of how stroke, radical and structure put together in characters	YM-WRHW-2.3.2	能概略瞭解筆畫、偏旁變化及間架結構原理寫字 Gain better understanding of how strokes, radical and structure put together in writing characters
		YM-WRHW-1.3.3	靈活應用寫字的方法與原理,保持字寫在格子內 Know how to manipulate writing techniques and principles, so each character is written within a grid	YM-WRHW-2.3.3	靈活應用寫字的方法與原理 Can skillfully use writing methods and principles
		YM-WRHW-1.3.4	Know the basic stroke names, order, and principal of holding pen and can write with pen		
		YM-WRHW-1.3.5	Through copying and practicing the correct way of writing the learned characters	YM-WRHW-2.3.5	Able to copy and practice characters correctly and neatly
		YM-WRHW-1.3.6	Use simple radicals and form of words to support word recognition	YM-WRHW-2.3.6	Use simple radicals and form of words to support word recognition
YM-WRHW-K.4	Can make phrase using new characters			YM-WRHW-2.4	懂得使用字典查生字,生詞. Start learning how to use dictionary to look up unlearned words and phrases
YM-WRHW-K.4.1	Can make simple sentences using new characters or phrases			YM-WRHW-2.4.1	Able to make new phrases using dictionary as tool
				YM-WRHW-2.4.2	Using dictionary to look up unlearned characters
				YM-WRHW-2.4.3	Using dictionary to look up phrases
				YM-WRHW-2.5	Able to make long sentences with various phrases
				YM-WRHW-2.5.1	Able to write paragraphs from sentences

**Word Recognition & Handwriting**

Third Grade		Fourth Grade		Fifth Grade	
	識950-1100 常用字,詞 (2100)		識1250-1400 常用字,詞(2600)		識1650-1800 常用字,詞(3100)
	Recognize 950-1100 most often used words		Recognize 1250-1400 most often used words		Recognize 1650-1800 most often used words
	寫 750-800 常用字,詞		寫 1050-1100 常用字,詞		寫 1450-1500 常用字,詞
	Writes 750-800 most often used words		Writes 1050-1100 most often used words		Writes 1450-1500 most often used words
YM-WRHW-3.1	能保持良好的書寫習慣(正確的坐姿及執筆方法), 並且運筆熟練 Able to keep good writing habit (sit and hold pen properly)	YM-WRHW-4.1	能保持良好的書寫習慣(正確的坐姿及執筆方法), 並且運筆熟練 Able to keep good writing habit (sit and hold pen properly)	YM-WRHW-5.1	能保持良好的書寫習慣(正確的坐姿及執筆方法), 並且運筆熟練 Able to keep good writing habit (sit and hold pen properly)
YM-WRHW-3.1.1	Have a good habit of using dictionary for unlearned characters	YM-WRHW-4.1.1	Have a good habit of using dictionary for unlearned characters	YM-WRHW-5.1.1	Have a good habit of using dictionary for unlearned characters
YM-WRHW-3.2	能激發自我寫字的興趣 Can self-motivate interest of writing	YM-WRHW-4.2	了解寫字的目的與意義 Understands the intention and purpose of hand wriing		了解寫字的目的與意義 Understands the intention and purpose of hand wriing
YM-WRHW-3.2.1	能順暢寫出比例正確工整的字	YM-WRHW-4.2.1	能順暢寫出比例正確工整的字	YM-WRHW-5.2.1	能順暢寫出比例正確工整的字
	Able to smoothly and neatly writing characters with right propotion		Able to smoothly and neatly writing characters with right propotion		Able to smoothly and neatly writing characters with right propotion
YM-WRHW-3.3	Can write with correct stroke orders	YM-WRHW-4.3.	Can write with correct stroke orders and smoothly		
YM-WRHW-3.3.1	Can name the stroke names correctly	YM-WRHW-4.3.1	Can name the stroke names		

**Word Recognition & Handwriting**

Third Grade		Fourth Grade		Fifth Grade	
YM-WRHW-3.3.2	能控制筆畫、偏旁變化及結構原理 Can control strokes, radical and structure in writing	YM-WRHW-4.3.2	能控制筆畫、偏旁變化及結構原理 Can control strokes, radical and structure in writing		
YM-WRHW-3.3.3	靈活應用寫字的方法與原理 Can skillfully use writing methods and principles	YM-WRHW-4.3.3	靈活應用寫字的方法與原理 Can skillfully use writing methods and principles		
YM-WRHW-3.3.4	Understand and use strokes, radicals and word structures to write.	YM-WRHW-4.3.4	Understand and use strokes, radicals and word structures to write.		
YM-WRHW-3.3.5	Understand the structure of the characters and the meaning of characters	YM-WRHW-4.3.5	Understand the structure of the characters and the meaning of characters		
YM-WRHW-3.3.6	Able to copy and practice characters correctly and neatly	YM-WRHW-4.3.6	Able to copy and practice characters correctly and neatly		
YM-WRHW-3.3.7	Use radicals and form of words to support word recognition and meaning	YM-WRHW-4.3.7	Use radicals and form of words to support word recognition and meaning		
YM-WRHW-3.4	懂得使用字典查生字,生詞. Know how to use dictionary to look up unlearned words and phrases	YM-WRHW-4.4	懂得使用字典查生字,生詞. Know how to use dictionary to look up unlearned words and phrases		
YM-WRHW-3.4.1	Able to make new phrases using dictionary as tool	YM-WRHW-4.4.1	Able to make new phrases using dictionary as tool		
YM-WRHW-3.4.2	Able to use electronic tool to look up words	YM-WRHW-4.4.2	Able to use electronic tool to look up words		
YM-WRHW-3.5	Able to make sentences with various phrases	YM-WRHW-4.5	Able to make long but correct sentences with various phrases		
YM-WRHW-3.5.1	Able to build long paragraph with sentences	YM-WRHW-4.5.1	Able to write use the learned words to write weekly journal		

The following table shows topic areas and intended timelines. This is not a complete listing and time of instruction in these topics may alter from dates indicated below.

Trimester	Project Based Learning (Mandarin Language Arts, Science, & Social Studies)	Math	English Language Arts
<b><u>Trimester 1</u></b>  <b>Aug-Nov</b>	<b>Welcome to Kindergarten:</b> Demonstrate knowledge of the qualities of a responsible citizen. (KSS1) <ul style="list-style-type: none"> <li>How do I greet my teachers and classmates?</li> <li>What are our daily routines?</li> <li>What are our school expectations?</li> </ul> <b>MLA:</b> <ul style="list-style-type: none"> <li>Greetings</li> <li>School Supplies</li> <li>Age &amp; Numbers 0-10</li> <li>Colors</li> <li>Families</li> </ul> <b>Science: Earth's Systems and Energy</b> Earth's Systems (K-ESS2) Earth and Human Activity (K-ESS3)	<b>Match and Sort</b> Measurement and Data (K.MD) <ul style="list-style-type: none"> <li>Match and sort objects according to color, size, pattern, and function</li> <li>Identify whether objects are the same, similar, or different</li> </ul> <b>Numbers 0-10</b> Counting and Cardinality (K.CC) <ul style="list-style-type: none"> <li>Count in sequence (increasing and decreasing)</li> <li>Write numbers</li> <li>Understand the relationship between numbers and quantities</li> </ul>	<b>Foundational Skills</b> <ul style="list-style-type: none"> <li>Overview of the alphabet, vowels, and consonants.</li> <li>Rhyming</li> <li>Syllables</li> <li>Beginning sounds: s, m, r, t, b, n, h, v, c, p, g, f, l, k, q, d, z, and w.</li> <li>Short vowels: a, o, and i</li> <li>Ending sounds: x</li> <li>Blending and segmenting onset and rime</li> <li>High Frequency Words: I, see, my, like, a, to, go, is, here, for, have</li> </ul> <b>Standards:</b> RF.K.2, RF.K.3  <b>Comprehension Skills</b> <ul style="list-style-type: none"> <li>Compare/Contrast</li> <li>Noting Details</li> <li>Sequence of Events</li> </ul>



	<p>provide a reaction to what happened. (CCSS: W.K.3)</p> <p><b>Holidays and Festivals</b></p> <ul style="list-style-type: none"> <li>• Mid-Autumn Festival</li> <li>• Confusion Day</li> <li>• Hispanic Heritage</li> <li>• Halloween</li> <li>• Veteran Day</li> <li>• Thanksgiving</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Oral Proficiency</li> <li>• Basic Strokes</li> </ul>		<p><b>Observances:</b> Thanksgiving, Veteran's Day</p> <p><b>Assessment:</b> K intake assessment, DRA, narrative writing assessment, reading comprehension, MAP</p>
<p><u><b>Trimester 2</b></u></p> <p><b>Dec-Mar</b></p> <p><b>Science: Force and Motion</b></p>	<p><b>MLA:</b></p> <ul style="list-style-type: none"> <li>• Transportation</li> <li>• Clothes</li> <li>• Houses</li> <li>• Heroes</li> </ul> <p><b>Science: Force and Motion</b> Motion and Stability: Forces and Interactions (K-PS2) Engineering Design (K-2 ETS1)</p> <ul style="list-style-type: none"> <li>• What is motion?</li> <li>• How can we describe our movement?</li> <li>• What are some basic directions?</li> <li>• How do push and pull affect the motion of an object?</li> <li>• What tools do we use to push and pull objects?</li> </ul>	<p><b>Weight and Capacity</b> Measurement and Data (K.MD)</p> <ul style="list-style-type: none"> <li>• Develop and extend measurement skills</li> <li>• Compare two objects with a measurable attribute in common</li> </ul> <p><b>Sets and Comparisons</b> Measurement and Data (K.MD)</p> <ul style="list-style-type: none"> <li>• Compare sets using numbers, size, length, and other measurable attributes</li> </ul> <p><b>Numbers 0-20</b> Counting and Cardinality (K.CC)</p>	<p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Blending and segmenting phonemes</li> <li>• Initial phoneme substitution</li> <li>• Prepositions</li> <li>• Beginning sounds: y and j</li> <li>• Short vowels: e and u</li> <li>• High Frequency Words: said, the, play, she, are, he, you, it, in, up, look, we, little, down, can, not, one, me, big, come, blue, red, where, jump, away, help, make, yellow</li> </ul> <p><b>Standards:</b> RF.K.2, RF.K.3, RF.K.4</p> <p><b>Comprehension Skills</b></p>

<p><b>Social Studies: Heroes In The Past</b></p>	<p><b>Social Studies: Heroes In The Past</b> Demonstrate knowledge of the qualities of a responsible citizen. (KSS1)</p> <p>Students describe and compare objects, people, and events from America's past. (KSS3)</p> <ul style="list-style-type: none"> <li>• What are the purposes of the people or event honored in?</li> <li>• What are the stories of American legends?</li> <li>• What do people wear in the past?</li> <li>• What are the transportation?</li> <li>• What does the houses and streets look like?</li> <li>• How people live in the past is different from the lives of today?</li> </ul> <p><b>Final Project: I am the "Hero"</b> Informational Writing: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS: W.K.2)</p> <p><b>Holidays and Festivals</b></p> <ul style="list-style-type: none"> <li>• Winter Holidays</li> <li>• Chinese New Year</li> <li>• Valentine's Day</li> <li>• President Day</li> <li>• Black History Month</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Simple Radicals</li> </ul>	<ul style="list-style-type: none"> <li>• Count in sequence</li> <li>• Write numbers</li> <li>• Understand the relationship between numbers and quantities</li> <li>• Understand that each successive number refers to a quantity that is one larger</li> </ul> <p><b>Number bonds</b> Operations and Algebraic Thinking (K.OA)</p> <ul style="list-style-type: none"> <li>• Build number bonds within 1-10</li> <li>• Break apart numbers less than or equal to 10</li> </ul> <p><b>Addition</b> Operations and Algebraic Thinking (K.OA)</p> <ul style="list-style-type: none"> <li>• Represent addition with objects, fingers, mental images, and drawings</li> <li>• Understand that addition is the process of putting numbers together</li> <li>• Solve addition word problems</li> <li>• Turn math stories into number problems</li> </ul> <p><b>Subtraction</b> Operations and Algebraic Thinking (K.OA)</p> <ul style="list-style-type: none"> <li>• Represent subtraction with objects, fingers, mental images, and drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Text Organization and Summarizing</li> <li>• Cause and Effect</li> <li>• Compare and Contrast</li> <li>• Categorize/Classify</li> <li>• Story Structure: Beginning, middle, and end</li> <li>• Fantasy/Realism</li> <li>• Story Structure: Plot</li> <li>• Ask and Answer questions: unknown words</li> </ul> <p><b>Standards:</b> RL.K.3, RL.K.2, RL.K.9, RI.K.9, RL.K.4, RI.K.4</p> <p><b>Reading Topics</b></p> <ul style="list-style-type: none"> <li>• Readers Study Patterns Books to Help Us Read and Talk about Books</li> <li>• We can Be Reading Teachers: Teach Yourself and Your Partners to Use All You Know to Read</li> <li>• Learning about Ourselves and Our World: Reading for Information</li> </ul> <p><b>Standards:</b> RI.K.3, RI.K.8, RI.K.10, RF.K.3, RF.K.4</p> <p><b>Writing Topics</b></p> <ul style="list-style-type: none"> <li>• Writing Pattern Books to Read, Write, and Teach</li> <li>• Procedural Writing: How-To Books</li> <li>• Informational Books</li> <li>• Informational Books in Science</li> <li>• Improving our writing through editing and revising</li> </ul>
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		<ul style="list-style-type: none"> <li>Understand that subtraction is the process of taking apart and taking away</li> <li>Solve subtraction word problems</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>End of the Trimester Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Projects: Guess my animal</li> </ul> <p><b>Standards:</b> W.K.2, W.K.5, W.K.7, W.K.8, L.K.1, L.K.2</p> <p><b>Observances:</b> MLK, President's Day, Chinese New Year, Cesar Chavez Day</p> <p><b>Assessment:</b> K mid-year assessment, informational writing assessment, reading comprehension assessment</p>
<p><b><u>Trimester 3</u></b></p> <p><b>Mar-June</b></p> <p><b>Science: The Needs of Living Things</b></p>	<p><b>MLA:</b></p> <ul style="list-style-type: none"> <li>Jobs</li> <li>Locations</li> <li>Nationalities</li> </ul> <p><b>Science: Needs of Living Things</b> From Molecules to Organisms: Structures and Processes (K-LS1) Earth and Human Activity (K-ESS3)</p> <ul style="list-style-type: none"> <li>How can we use our senses to make observations?</li> <li>What are the parts of a plant?</li> <li>What do plants and animals need to survive?</li> <li>What is the relationship between our needs and where we choose to live?</li> <li>How do we change the environment to meet our needs?</li> <li>How can we record how living things grow?</li> <li>What are the three basic parts of our environment (land, water, air)?</li> <li>What effect do my actions have upon the environment?</li> <li>How can I help to preserve our natural</li> </ul>	<p><b>Base 10</b> Number and Operations in Base Ten (K.NBT)</p> <ul style="list-style-type: none"> <li>Compose and decompose numbers from 11 to 19</li> <li>Read 2-digit numbers and represent them with manipulatives and combinations of tens and ones</li> </ul> <p><b>Numbers 0-30</b> Counting and Cardinality (K.CC)</p> <ul style="list-style-type: none"> <li>Count in sequence</li> <li>Write numbers</li> <li>Understand the relationship between numbers and quantities</li> </ul> <p><b>Time and Calendar</b></p>	<p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Blending and segmenting phonemes</li> <li>Phoneme substitution</li> <li>Consonant Digraphs: sh, ch, th</li> <li>Long vowels: a_e, i_e, u_e, o_e,</li> <li>High Frequency Words: two, run, find, three, was, on, but, at, with, do, get, went, no, want</li> </ul> <p><b>Standards:</b> RF.K.2, RF.K.3, RF.K.4</p> <p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>Text Organizing and Summarizing</li> <li>Cause and Effect</li> <li>Making Predictions</li> <li>Fantasy/Realism</li> <li>Noting Details: Ask and Answer questions</li> <li>Inferences; Drawing Conclusions</li> </ul>

<p><b>Social Studies: Our Community</b></p>	<p>resources?</p> <p><b>Social Studies: Our Community</b> Demonstrate knowledge of the qualities of a responsible citizen. (KSS1)</p> <p>Students compare and contrast the locations of people, places, and environments and describe their characteristics. (KSS2)</p> <p>Students explain how people do different jobs and work to meet wants and needs. (KSS5)</p> <ul style="list-style-type: none"> <li>• What are some common places in our community?</li> <li>• Where do I live?</li> <li>• What is my street, city, country, and continent?</li> <li>• What are some countries around the world?</li> <li>• How do communities differ here and around the world?</li> <li>• How can maps and models tell us more about our community?</li> <li>• Who are the people within our community? What are their jobs and how do they help me?</li> <li>• How does each person in the community play their part?</li> <li>• What do I want to be when I grow up?</li> </ul> <p><b>Final Project: What I Want to Be When I Grow Up</b> Opinion Text: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (CCSS: W.K.1)</p>	<ul style="list-style-type: none"> <li>• Introduce the analog/digital clock focusing on the hour hand</li> <li>• Learn to tell time, dates, and months</li> </ul> <p><b>Numbers 0-100</b> Counting and Cardinality (K.CC)</p> <ul style="list-style-type: none"> <li>• Count in sequence</li> <li>• Write numbers</li> <li>• Understand the relationship between numbers and quantities</li> <li>• Count to 100s by 1's, 10's, 5's and 2's.</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Introduce penny, nickel, dime, and dollar value</li> <li>• Count and exchange coins and bill combinations</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• MAP: Measurement of Academic Progress</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence of Events</li> <li>• Story Structure: Characters and Setting</li> <li>• Categorize and Classify</li> <li>• Main Idea and Details</li> </ul> <p><b>Standards:</b> RL.K.1, RI.K.1, RI.K.2, RL.K.9, RL.K.7, RI.K.7, RL.K.3, RI.K.2</p> <p><b>Reading Topics</b></p> <ul style="list-style-type: none"> <li>• Readers are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books</li> <li>• Readers Get to Know Characters by Pretending and by Performing Our Books</li> <li>• Giving the Gift of Reading: Reading Across Genres</li> </ul> <p><b>Standards:</b> SL.K.2, RF.K.4, RF.K.3</p> <p><b>Writing Topics</b></p> <ul style="list-style-type: none"> <li>• Authors as Mentors: Mo Williams</li> <li>• Poetry and Songs</li> <li>• Opinion writing: My favorite book</li> </ul> <p><b>Standards:</b> W.K.1, L.K.1, LK.2</p> <p><b>Observances:</b> Earth Day</p> <p><b>Assessment:</b> K EOY assessment with DRA, CVC writing assessment, Student interest projects and presentations,</p>
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	<p><b>Holidays and Festivals</b></p> <ul style="list-style-type: none"> <li>• St. Patrick Day</li> <li>• Easter</li> <li>• Earth Day</li> <li>• Mother's Day</li> <li>• Dragon Boat Festival</li> <li>• Father's Day</li> <li>• Kindergarten Graduation</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Simple Words/Phrases</li> <li>• LinguaFolio</li> </ul>		writing assessment
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The following table shows topic areas and intended timelines. This is not a complete listing and time of instruction in these topics may alter from dates indicated below.

Trimester	Project Based Learning (Mandarin Language Arts, Science, & Social Studies)	Math	English Language Arts
<b><u>Trimester 1</u></b>  <b>Aug. - Nov.</b>         <b>Science: Earth's Place in The Universe</b>	<b>MLA: We Love Going to School</b>  <b>Questions:</b> Why do I think it is important to treat my friends nicely? What is my opinion about the best way to express my wants and needs? What would happen if I was mean to my friends?  <b>Reading</b> <u>CCSS RL 1.1</u> Ask and answer questions about key details in a text. <u>CCSS 1.3</u> Describe characters, setting, and major events in a story, using key details.  <u>CCSS RL1.4</u>	<b>Topic 1: Comparisons in Math</b>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>Reviewing counting and writing numbers within 10</li> <li>Use the phrases "more than" and "less than" with numbers within 10</li> <li>Order numbers within 10</li> <li>compare two digit numbers based on meanings of the tens and ones digits</li> </ul> <b>Questions:</b> How do I compare	<b>Foundational Skills</b> <ul style="list-style-type: none"> <li>short vowels</li> <li>double final consonant</li> <li>verb endings (-s, -ed, -ing)</li> <li>possessives &amp; contractions ('s)</li> <li>R blends, L blends &amp; S blends</li> <li>silent letters (kn, wr, gn)</li> <li>blending and segmenting onset and rime</li> </ul> <b>Standards:</b> RF.1.2, RF.1.3, RF.1.4  ***** <b>Reading Topic #1: Building</b>

<p><b>Social Studies: People Are Influenced by Their Community and Weather</b></p>	<p>Identity words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>Writing</b> Narrative Writing: <u>CCSS W1.3</u> Write narratives in which they recount two or more appropriately sequenced events.</p> <p>Prompt: How people (ex: producer/consumer) influencing our community</p> <p><b>Science:</b> Earth's Place in the Universe</p> <p><b>Questions:</b> How is my life dependent on the earth, sun and moon? What do the patterns of the moon and sun tell me? How is weather influenced by the sun and moon?</p> <p><b>Social Studies:</b> People Are Influenced by Their Community and Weather</p> <p><b>Questions:</b> What is community? How was our community formed? Why do people move? How does weather play a role in people's choice of where to live? How does weather influence people's daily lives? How does having the ability to predict weather conditions help or harm a community?</p>	<p>using bigger and smaller? How can I use what I know about tens and ones to add and subtract two-digit numbers?</p> <p><b>Topic 2:</b> Addition <u>CCSS 1.OA.1 -1.OA.8</u></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use manipulatives to illustrate the meaning of addition</li> <li>• Be able to write number sentences from addition situations, and vice versa</li> <li>• Use number bonds to figure out or recall addition facts within 10, and vice versa</li> </ul> <p><b>Questions:</b></p> <p>How can knowing the addition and subtraction facts help me? How do using manipulatives help me understand math concepts?</p> <p><b>Topic 3:</b> Subtraction Zappers <u>CCSS 1.OA.1 -1.OA.8</u></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use manipulatives to illustrate</li> </ul>	<p>Good Habits</p> <ul style="list-style-type: none"> <li>• Readers push ourselves to be the best we can be.</li> <li>• Readers make pictures in our minds as we read, and we continually revise these images.</li> <li>• Readers get stronger by sharing and discussing books with friends.</li> </ul> <p><b>Standards:</b> RL.1.1, RL.1.2</p> <p>*****</p> <p><b>Reading Topic #2:</b> Word Detectives</p> <ul style="list-style-type: none"> <li>• Readers think about the story and the words before we begin to read.</li> <li>• Readers use all we know about letters, sounds, patterns, and sight words to helps us to read.</li> <li>• Readers check and fix our words when we notice something is not right.</li> <li>• Partners help and support each other while reading.</li> </ul> <p><b>Standards:</b> RF.1.4, RI.1.4,</p> <p>*****</p> <p><b>Writing Topics</b></p>
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	<p><b>Holidays and Festivals:</b></p> <ul style="list-style-type: none"> <li>- <b>Autumn Moon Festival</b></li> <li>- <b>Hispanic Heritage</b></li> <li>- <b>Thanksgiving</b></li> </ul> <p><b>Final Project: Build our community</b></p>	<p>the meaning of subtraction</p> <ul style="list-style-type: none"> <li>• Be able to write number sentences from subtraction situations, and vice versa</li> <li>• Use number bonds to figure out or recall subtraction facts within 10, and vice versa</li> <li>• Use the “count back” strategy</li> </ul> <p><b>Questions:</b> Where and how can I use subtraction in my community and everyday life? What strategies do I use to write number sentences from subtraction?</p> <p><b>Topic 4:</b> Numbers to 120 <u>CCSS 1.NBT.1 -1.NBT.4</u></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Count and write numbers within 120</li> <li>• Compare and order numbers up to 100</li> <li>• Add two one-digit numbers</li> <li>• subtract multiples of 10 in the range 10-90 from multiples of</li> </ul>	<ul style="list-style-type: none"> <li>• Launching the Writer’s Workshop</li> <li>• Writing Small Moment Stories with Independence</li> <li>• Bringing Small Moment Stories to Life</li> <li>• Studying Other Writers’ Craft</li> <li>• Fixing Up Our Best Work</li> <li>• Publishing Our Final Projects</li> </ul> <p><b>Standards:</b> W.1.3, W.1.5, W.1.6</p>
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		<p>10 in the range of 10-90</p> <ul style="list-style-type: none"> <li>Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</li> </ul> <p><b>Questions:</b> How do I compare numbers within 20? How can I use what I learned about addition and subtraction when it comes to two-digit numbers? What strategies can I use to add and subtract one and two digit numbers?</p>	
<b>Trimester 1 Assessment</b>	<p><b>Math:</b> 2 Cumulative Test</p> <p><b>Chinese:</b> Mid-term test, Final Term Test</p>		<b>Assessment:</b> reading comprehension, DRA, narrative writing assessment
<p><u><b>Trimester 2</b></u></p> <p><b>Dec. - Mar.</b></p> <p><b>Science: From Molecules to Organisms</b></p>	<p><b>MLA:</b> Mother Nature/Our Parents</p> <p><b>Questions:</b> Why do you think plants group-up in such different ways? Compare and contrast different plants</p> <p><b>Reading</b></p> <p><u>CCSS RI1.7</u></p> <p>Use the illustrations and details in a text to describe its key ideas.</p>	<p><b>Topic 5:</b> Shapes in Our World <u>CCSS 1.G.1- 1.G.3</u></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>name, recognize and compose two dimensional and three dimensional shapes</li> <li>create a composite shape and new shapes from them</li> <li>Classify and sort shapes by defining and non defining attributes</li> <li>partition circles and rectangles into two and four</li> </ul>	<p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>triple clusters</li> <li>consonant digraphs (sh, th, wh, ch, tch)</li> <li>long vowels</li> <li>soft c &amp; g</li> <li>final consonant blends (ng, nk, nd, ft, lk, nt)</li> <li>contractions</li> <li>compound words</li> </ul> <p><b>Standards:</b> RF.1.2, RF.1.3, RF.1.4</p>

<p><b>Social Studies: My World Around Me</b></p>	<p><u>CCSS RI1.9</u> Identify basic similarities in and differences between two texts on the same topic.</p> <p><u>CCSS RL1.9</u> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>Writing</b> Informative Text: <u>CCSS W1.2</u> Write informative/explanatory texts in which they name a topic, supply some facts about the topic.</p> <p>Prompt: My community and its helpers.</p> <p><b>Science:</b> From Molecules to Organisms</p> <p><b>Questions:</b> What are the different parts of a plant? How do plants use their external parts to help them survive and grow? What are patterns of behavior? What behavior patterns do parents and offspring have that help the offspring survive?</p> <p><b>Social Studies: My World Around Me</b></p>	<p>equal shapes, describe the shares using words halves, fourths and quarters</p> <ul style="list-style-type: none"> <li>• understand decomposing into more equal shares creates smaller shares</li> </ul> <p><b>Questions:</b> How do shapes influence our world? Where do I find shapes around me? What special attributes do certain shapes possess? Where would you find symmetry? How can I identify and describe solid figures by describing the faces, edges, and sides?</p> <p><b>Topic 6:</b> Length <u>CCSS 1.MD.1-1.MD.2</u></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compare the length of two or more objects</li> <li>• Estimate and measure length in non-standard units</li> </ul> <p><b>Questions:</b> How can we make comparisons using length, weight and capacity? How does what I measure influence what I use to measure it? How do I make an estimate for the length of time of a determined event, weight and capacity of an object and know if</p>	<p>*****</p> <p><b>Reading Topic #1:</b> Getting to Know the Characters in Books</p> <ul style="list-style-type: none"> <li>• Readers can learn about characters by studying what they do and say</li> <li>• When reading stories, readers think, "What kind of a person is this?"</li> <li>• Readers notice the changing feelings of the characters in a story</li> <li>• Readers think about the lessons we can learn from the characters in a book</li> </ul> <p><b>Reading Standards:</b> RL.1.3, RL.1.6, RL.1.7, RL.1.9</p> <p>*****</p> <p><b>Reading Topic #2:</b> Learning About the World Through Nonfiction</p> <ul style="list-style-type: none"> <li>• Readers become more knowledgeable about the world through nonfiction</li> <li>• Readers tackle tricky words in nonfiction</li> <li>• Nonfiction readers see more than the text on the page</li> <li>• Readers can read more than one book on a topic</li> </ul>
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	<p><b>Questions:</b> How does my culture influence my family's behavior, holidays? How has the diversity within my community helped shaped my community ?</p> <p><b>Holidays and Festivals</b></p> <ul style="list-style-type: none"> <li>- Winter Holidays</li> <li>- Chinese New Year</li> <li>- Black History Month</li> <li>- Valentine's Day</li> <li>- President Day</li> </ul> <p><b>Final Project: Animals/ Plants project and presentation</b></p>	<p>the estimate is reasonable?</p> <p><b>Topic 7:</b> Comparisons and Graphs <u>CCSS 1.MD.4</u></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use the phrases "more than" and "less than"</li> <li>• Compare two numbers by subtraction</li> <li>• Make simple picture graphs</li> <li>• Read and interpret data from a graph</li> <li>• organize, represent and interpret data with up to three categories</li> <li>• ask and answer questions about the total number of data point, how many in each category and how many more or less are in one category than in another</li> </ul> <p><b>Questions:</b> In what ways can I compare numbers? Why does knowing how a number compares to another matter? How do graphs helps me collect information? What do I need to know about reading</p>	<p>in order to compare and contrast</p> <p><b>Standards:</b> RL.1.5, RI.1.1, RI.1.2, RI.1.3, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9</p> <p>*****</p> <p><b>Writing Topics</b></p> <ul style="list-style-type: none"> <li>• Researching and Writing Nonfiction Chapter Books</li> <li>• Teaching with Pictures as Well as Words</li> <li>• How-To Writing &amp; Persuasive Writing</li> <li>• Editing Step by Step</li> <li>• Presenting Our Final Projects</li> </ul> <p><b>Standards:</b> W.1.2, W.1.7, W.1.8</p>
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		<p>graphs?</p> <p><b>Topic 8:</b> Numbers to 40 and Multiplication  <u>CCSS 1.NBT.2</u></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Count within 40 by making tens first</li> <li>• Read and write numbers 21 to 120</li> <li>• Interpret a two-digit number in terms of tens and ones</li> <li>• add and subtract up to 20, beyond 20 only add or subtract by tens</li> </ul> <p><b>Questions:</b></p> <p>What strategies do I use to find the sums or differences of two whole numbers up to two digits long?  How can I use what I know about number relationships to develop efficient strategies for adding/subtracting multi-digit numbers?</p>	
<b>Trimester 2</b>	<b>Math:</b> Cumulative Test		<b>Assessment:</b> reading comprehension, informational

Assessment	Chinese: Mid-term Test		writing assessment
<b>Trimester 3</b>  <b>Apr. - June</b>          <b>Science: Sound and Light and Waves</b>          <b>Social Studies: Individuals Who Made a Difference in America</b>	<b>MLA:</b> Extracurricular Activities  <b>Questions:</b> What do i do for the extracurricular? Can I list activities that is good for our?  <b>Reading</b>  <u>CCSS RI1.9</u> Identify basic similarities in and differences between two texts on the same topic.  <u>CCSS RL1.4</u> Identify words and phrases in stories or poem that suggest feelings or appeal to the senses.  <u>CCSS RI1.2</u> Identify the main topic and retell key details of a text.   <b>Writing</b> Informative Text: <u>CCSS W1.2</u> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  <b>Prompt:</b> List one person and write why you think he/she is the most influential individuals	<b>Topic 9:</b> Telling Time <u>CCSS 1.MD.3</u>  <b>Objectives:</b> <ul style="list-style-type: none"> <li>tell and write time in hours and half hours using analog and digital clocks</li> <li>Relate times to events of a day</li> <li>Sequence events according to time</li> <li>Describe and compare estimated time relative to the hour and half past the hour</li> </ul> <b>Questions:</b> Why is telling time important? Where do we already use time in our daily lives? How does telling time relate to counting, adding and subtracting?	<b>Foundational Skills</b> <ul style="list-style-type: none"> <li>base words &amp; endings (-s, -ed, -ing)</li> <li>ee, ea, ai, ay, oa, ow, oo, ew, ue, ou, ie, igh</li> <li>sounds for y</li> <li>-es, -ies</li> <li>prefixes (un-, re-)</li> <li>oi, oy, aw, au</li> <li>suffixes (-ful, -ly, -y)</li> <li>r-controlled vowels (ar, or, ore, er, ir, ur)</li> <li>-er, -est</li> </ul> <b>Standards:</b> RF.1.2, RF.1.3, RF.1.4  ***** <b>Reading Topic #1:</b> Reading Across Genres to Learn About a Topic <ul style="list-style-type: none"> <li>Readers use tools and strategies to make sense of a variety of texts.</li> <li>Readers learn about a topic through language and vocabulary use.</li> <li>Readers read to learn information by comparing and contrasting main topics and key details across genres.</li> <li>Readers think critically about the books we read.</li> </ul>

	<p><b>Science:</b> Vibrations and Waves: Energy and Motions.</p> <p><b>Questions:</b> What is a wave? Sound and Light? What cause waves? How do sound and light travel from one place to another?</p> <p>How do I use sound/light to communicate? What tools are needed to use light/sound to solve problems?</p> <p><b>Social Studies:</b> Individuals Who Made a Difference in America</p> <p><b>Questions:</b> What have people done to have an impact on America? Who are these people? Is their influence still seen in today's world?</p> <p><b>Holidays and Festivals</b></p> <ul style="list-style-type: none"> <li>- Earth Day</li> <li>- Mother's Day</li> <li>- Dragon Boat Festival</li> <li>- Father's Day</li> </ul> <p><b>Final Project: Influence People Around the</b></p>		<p><b>Standards:</b> RL.1.1, RL.1.4, RL.1.5, RL.1.10</p> <p>*****</p> <p><b>Reading Topic #2:</b> Dramatizing Characters and Deepening Comprehension</p> <ul style="list-style-type: none"> <li>• Readers pay attention to what the characters are thinking and feeling</li> <li>• Readers use smooth storytelling voices to bring out the thoughts and feelings of the characters</li> <li>• Readers find, discuss, and think deeply about the important moments in stories</li> <li>• Readers pay attention to patterns in order to predict and understand characters</li> </ul> <p><b>Standards:</b> RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RL.1.9</p> <p>*****</p> <p><b>Writing Topics</b></p> <ul style="list-style-type: none"> <li>• Best in Show: Collecting Objects and Writing Opinions</li> <li>• Yu Ming Yelp: Writing Persuasive Reviews</li> <li>• Working with Partners to Give Writing Checkups</li> <li>• Creating an Anthology</li> </ul>
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	<b>World Presentation</b>		<b>Standards:</b> W.1.1, W.1.5, W.1.6
<b><u>Trimester 3 Assessment</u></b>	<b>Math:</b> 2 Cumulative Test <b>Chinese:</b> Mid-term Test, Final-Term Test		<b>Assessment:</b> DRA, MAP, opinion writing assessment, student presentations

The following table shows topic areas and intended timelines. This is not a complete listing and time of instruction in these topics may alter from dates indicated below.

Trimester	Project Based Learning (Mandarin Language Arts, Science, & Social Studies)	Math	English Language Arts
<b>Trimester 1</b>  <b>Aug-Nov</b>          <b>Science: Processes that Shape the Earth</b>	<b>MLA: Identity</b> <ul style="list-style-type: none"> <li>- Self-reflection</li> <li>- Beyond People</li> <li>- Make-up of Communities</li> <li>- Diversity In Nature</li> </ul> <b>Writing: Narrative Writing</b> CLW 2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<b>Numbers to 1000</b> <ul style="list-style-type: none"> <li>• Relate two digit numbers to place value</li> <li>• Read and write two digit numbers and number words</li> <li>• Count by tens and ones</li> <li>• Model three digit numbers and relate to hundreds, tens and ones</li> <li>• Compare and order numbers less than 1000</li> <li>• Count backwards by 1,10 or 100</li> </ul> <b>Questions:</b> How do I use number placement to determine value? Why does knowing the place value matter? How can I use my understanding of place value to solve math problems	<b>Foundational Skills</b> <ul style="list-style-type: none"> <li>• short vowels</li> <li>• long vowels</li> <li>• VCCV and VCV syllable patterns</li> <li>• two sounds for g</li> <li>• consonant clusters</li> <li>• two sounds for c</li> <li>• double consonants</li> <li>• consonant digraphs (th, wh, sh, ch, tch)</li> <li>• base words and endings (-er, -est)</li> </ul> <b>Standards:</b> RF.2.3, RF.2.4 ***** <b>Reading Topic #1: Taking Charge of Reading</b> <ul style="list-style-type: none"> <li>• Readers make good choices, build stamina,</li> </ul>

<p><b>Social Studies:</b> -Families Now and Long Ago -Changes in Culture and People</p>	<p>demonstrate understanding of key details in a text RL2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL 2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>Science:</b> Processes that Shape the Earth</p> <p><b>Questions:</b> How do events on Earth occur? Fast? Slow? How do wind and water change the shape of land? What places on Earth can we find water? Is it solid or liquid? What are the differences between solids and liquids?</p> <p><b>Social Studies:</b> -Families Now and Long Ago -Changes in Culture and People</p> <p><b>Questions:</b> How have people changed over the last 200 years? Why is it important to know how and why people or cultures have changed? How can people learn from events in the past?</p> <p><b>Final Project:</b> <b>Character Interview and Timeline</b> <b>CRI 2.3, CRI 2.4, CRI 2.5, CRI 2.6, CRI 2.9, CW 2.8, CL 2.1, CL 2.3, CL 2.6, CW 2.6</b></p> <p><b>Holidays and Festivals</b></p> <ul style="list-style-type: none"> <li>• Mid-Autumn Festival</li> <li>• Confusion Day</li> <li>• Hispanic Heritage</li> </ul>	<p><b>Adding and Subtracting to the Next Level</b></p> <ul style="list-style-type: none"> <li>• Using mental calculations review addition and subtraction of one digit and two digit numbers</li> <li>• Add and subtract within a 1000, without renaming, using the standard algorithm</li> <li>• Add ones or tens to a three digit number mentally</li> </ul> <p><b>Questions:</b> How does mental math help me to solve more complex math problems? How can I use my addition and subtraction mental math skills in everyday life?</p> <p><b>Measurement is Everywhere</b></p> <ul style="list-style-type: none"> <li>• Understand the centimeter and meter as units of measurement</li> <li>• Using different tools to measure curved and straight lines</li> <li>• Understand the yard, foot and inch as units of measurement</li> <li>• Compare between different units of measurement</li> </ul> <p><b>Questions:</b> How do people measure things? Are there different ways to measure the same thing?</p>	<p>and keep track of reading habits.</p> <ul style="list-style-type: none"> <li>• Readers think before, during, and after reading a book.</li> <li>• Readers notice and tackle tricky parts in books.</li> <li>• Readers become independent problem solvers.</li> </ul> <p><b>Standards:</b> RL.2.1, RL.2.5, RL.2.7</p> <p><b>Reading Topic #2:</b> Getting to Know Characters and Their Stories</p> <ul style="list-style-type: none"> <li>• Readers pay attention to each character's challenges and troubles.</li> <li>• Readers think about characters' traits and feelings.</li> <li>• Readers can find deeper meanings in books.</li> <li>• Readers build accuracy, fluency, and meaning by reading vocabulary-rich books.</li> </ul> <p><b>Standards:</b> RL.2.3, RL.2.6</p> <p>*****</p> <p><b>Writing Topics</b></p> <ul style="list-style-type: none"> <li>• Discovering Small Moments</li> <li>• Studying Master Writers for Inspirations and Ideas</li> <li>• Learning to Write in Powerful Ways</li> </ul>
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	<ul style="list-style-type: none"> <li>• Halloween</li> <li>• Veteran Day</li> <li>• Thanksgivings</li> </ul>	<p>How do different units of measurement relate to each other?</p> <p><b>Weight Can Carry Many Names</b></p> <ul style="list-style-type: none"> <li>• Understand the gram and kilogram as units of measurement</li> <li>• Estimate and weigh objects to the nearest kilogram and gram</li> <li>• Understand the pound and ounce as units of measurement</li> <li>• Estimate and weigh objects to the nearest pound and ounce</li> </ul> <p><b>Questions:</b> How do I weigh things in China, England and the USA? Why is knowing the differences important? How can we compare things that are given in different weight measurements?</p>	<ul style="list-style-type: none"> <li>• Learning from Mentor Texts</li> <li>• Editing and Publishing for Publication</li> </ul> <p><b>Standards:</b> W.2.3, W.2.5, W.2.6</p>
<b>Trimester 1 Assessment</b>	<b>Assessment:</b> Reading comprehension, narrative writing assessment	<b>Assessment:</b> MAP Cumulative Unit Test	<b>Assessment:</b> reading comprehension, DRA, narrative writing assessment
<b><u>Trimester 2</u></b> <b>Dec-Mar</b>	<p><b>MLA: Responsibility</b></p> <ul style="list-style-type: none"> <li>- Capabilities And Responsibilities</li> <li>- Interdependence</li> <li>- People And Rules That Shaped Our practices</li> <li>- Collaboration and Symbiosis</li> </ul> <p><b>Writing: Informational Writing</b></p>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Understand division as sharing equally and as grouping by a given number</li> <li>• Understand multiplication as repeated addition</li> <li>• Work out multiplication problems using repeated addition</li> </ul>	<p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Consonant digraphs</li> <li>• vowel pairs (ai, ay, ow, ou, ee, ea, oa, ow)</li> <li>• compound words</li> <li>• suffixes (-ly, -ful)</li> <li>• common syllables (-tion, -ture)</li> <li>• r-controlled vowels (ar,</li> </ul>

<p><b>Science: Structures and Property of Matter</b></p>	<p>CLW 2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<ul style="list-style-type: none"> <li>Write multiplication and division equations</li> <li>Solve simple word problems involving division using manipulative and drawings</li> </ul>	<p>or, ore, ir, er, ur)</p> <ul style="list-style-type: none"> <li>consonant blends (nd, nt, mp, ng, nk)</li> <li>base words and endings (-s, -es, -ies)</li> </ul>
<p><b>Social Studies: People Make a Difference</b></p>	<p><b>Reading:</b> RL 2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RL2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RL 2.8: Describe how reasons support specific points the author makes in a text.</p>	<p><b>Questions:</b> How can I use what I already know about addition and apply that to multiplication questions? How can I relate a real life problem told in words to a math problem that I can solve for? How do I explain my approach to this problem to other students?</p>	<p><b>Standards:</b> RF.2.3, RF.2.4</p> <p>*****</p> <p><b>Reading Topic #1:</b> Reading Information Books, Reading the World</p>
	<p><b>Science:</b> Structures and Property of Matter</p>	<p><b>Multiplication Tables of 2 and 3</b></p> <ul style="list-style-type: none"> <li>Count by 2's and 3's</li> <li>Build the multiplication table for 2 and 3</li> <li>Solve word problems involving multiplication of 2s and 3s</li> </ul>	<ul style="list-style-type: none"> <li>Readers use nonfiction to become more knowledgeable about the world.</li> <li>Readers see more than the text on the page.</li> <li>Readers use pictures and context clues to tackle tricky words.</li> <li>Nonfiction readers compare and contrast multiple books on the same topic.</li> </ul>
	<p><b>Questions:</b> What properties can I observe related to matter? How can I investigate changes that occur in matter? How can small pieces of matter be disassembled and made into a new object? Why is it possible that some changes caused by heating or cooling can be reversed and some cannot?</p>	<p><b>Questions:</b> How can I relate a real life problem told in words to a math problem that I can solve for? What strategies have I used before in division word problems that I can apply here? What is different about my approach to the multiplication word problem? How do I explain my approach to this problem to other students?</p>	<p><b>Standards:</b> RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5</p>
	<p><b>Social Studies:</b> People Make a Difference</p>		<p><b>Reading Topic #2:</b> Series Reading and Cross-Genre Reading Clubs</p>
	<p><b>Questions:</b> How have individuals made an impact on the world I live in? How can I use my investigative skills to investigate the differences people make? How has the culture of America or China/Taiwan been influenced by some individuals? What can current generations learn from people that have lived in the past?</p>	<p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Finding the missing number</li> </ul>	<ul style="list-style-type: none"> <li>Readers use patterns to make predictions.</li> <li>Readers are ready to be surprised by familiar series.</li> <li>Readers compare and contrast different series in order to push their</li> </ul>

	<p><b>Final Project: Informative Booklet</b>  <b>CRI 2.1, CW 2.2, CW 2.3, CW 2.8, CSL 2.6, CL 2.1, CL 2.3, CL 2.6, CW 2.6</b></p> <p><b>Holidays and Festivals</b></p> <ul style="list-style-type: none"> <li>• Winter Holidays</li> <li>• Chinese New Year</li> <li>• Valentine's Day</li> <li>• President Day</li> <li>• Black History Month</li> </ul>	<ul style="list-style-type: none"> <li>• Methods for Mental Addition to 100</li> <li>• Methods for Mental Subtraction from 100</li> <li>• Add and subtract ones, tens or hundreds to a three digit number</li> </ul> <p><b>Questions:</b> How is subtraction related to addition? How often and where do you use subtraction in your life? What does it mean to take something apart? How can I use subtraction in word problems?</p> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Multiplying and Dividing by 4</li> <li>• Multiplying and Dividing by 5</li> <li>• Multiplying and Dividing by 10</li> <li>• Division with Remainder</li> <li>• Write a division and multiplication sentence for a given situation</li> </ul> <p><b>Questions:</b> How can I apply prior knowledge of multiplication and division facts to tables of 4, 5 and 10? How can I use words to explain my mathematical approach? How can I transfer these into paper to make a sentence?</p>	<p>thinking.</p> <ul style="list-style-type: none"> <li>• Readers let series lead them into learning about a new topic.</li> </ul> <p><b>Standards:</b> RL.2.1, RL.2.4</p> <p>*****</p> <p><b>Writing Topics</b></p> <ul style="list-style-type: none"> <li>• Learning to Write about Science</li> <li>• Studying Procedural Writing</li> <li>• Addressing an Audience: Introductions and Conclusions</li> <li>• Using Comparisons to Teach Readers</li> <li>• Final Student Exhibitions</li> </ul> <p><b>Standards:</b> W.2.2, W.2.7, W.2.8</p>
<b>Trimester 2 Assessment</b>	<b>Assessment:</b> Reading comprehension, informational writing assessment	<b>Assessment:</b> MAP Cumulative Unit Test	<b>Assessment:</b> reading comprehension, informational writing assessment



	<p>RI 2.9: Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>- Independent Relationships in Ecosystems</li> <li>- Diversity of life in different habitats for plants or animals</li> </ul> <p><b>Questions:</b> How do the habitats of living things differ? How are they similar? What kinds of animals can flourish in the same kind of habitat?</p> <p><b>Science Final Project:</b> <b>Animal Habitat Project and Presentation</b></p> <p><b>Social Studies:</b> The Land Around Us-Using Our Resources</p> <p><b>Questions:</b> How do the resources in nature physically change over time? Are they human changes or changes from nature? How are the planet's resources changing today? How have people's actions affected our planet? Why is it important to know this? How can people make a positive impact on our planet's resources?</p> <p><b>Final Project: A Home for Everyone</b> <b>CW 2.2, CW 2.7, CSL 2.1, CSL 2.6, CL 2.1, CL 2.3, CL 2.4, CL 2.5, CL 2.6, CW2.6</b></p> <p><b>Holidays and Festivals</b></p> <ul style="list-style-type: none"> <li>• St. Patrick Day</li> <li>• Easter</li> <li>• Earth Day</li> <li>• Mother's Day</li> <li>• Dragon Boat Festival</li> <li>• Father's Day</li> </ul>	<ul style="list-style-type: none"> <li>• Time Intervals</li> <li>• Other Units of Time</li> </ul> <p><b>Questions:</b> What events happen throughout the day at different times? How can I relate what I know about time to durations of specific events? How do I explain the relationship between days, weeks, months and years to a peer? Why and how do we use calendars?</p> <p><b>Tables and Graphs</b></p> <ul style="list-style-type: none"> <li>• Make, read and interpret Picture Graphs</li> <li>• Make, read and interpret Bar Graphs</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Identify flat and curved faces on 3-dimensional shapes</li> <li>• Making composite figures from basic shapes</li> <li>• Divide a shape into common shapes</li> </ul> <p><b>Questions:</b> What are tables and graphs used for? Why are they useful? What kind of data from our classroom can we put into a table or graph? How can shapes be taken apart or put together to make other shapes?</p> <p><b>Capacity</b></p>	<p>the author's purpose in a story.</p> <p><b>Standards:</b> RL.2.2, RL.2.3, RL.2.6, RL.2.9</p> <p>*****</p> <p><b>Writing Topics</b></p> <ul style="list-style-type: none"> <li>• Writing Letters and Sharing Ideas</li> <li>• Opinion Writing: "And the Nominees Are.."</li> <li>• Good, Better, Best: Making Comparisons</li> <li>• Gathering Evidence to Support Our Opinions</li> <li>• Awarding Our Favorites: A Book Fair Final Celebration</li> </ul> <p><b>Standards:</b> W.2.1, W.2.5, W.2.6</p>
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	<ul style="list-style-type: none"> <li>Kindergarten Graduation</li> </ul>	<ul style="list-style-type: none"> <li>Comparing Capacity</li> <li>Liters</li> <li>Gallons, Quarts, Pints and Cups</li> <li>Determine appropriate units of measurement</li> </ul> <p><b>Questions:</b> What unit of measurement should I use in different situations? What are the decision factors for choosing that unit?</p>	
<b><u>Trimester 3 Assessment</u></b>	<b>Assessment:</b> Opinion writing assessment, students project presentation, Speaking Assessment - Lingualfoilo, reading comprehension	<b>Assessment:</b> MAP Cumulative Unit Test	<b>Assessment:</b> DRA, MAP, opinion writing assessment, student presentations

The following table shows topic areas and intended timelines. This is not a complete listing and time of instruction in these topics may alter from dates indicated below.

Month	MLA (Mandarin Language Arts)	Math	Projects Based Learning/ Science & Social Studies	ELA (English Language Arts)
Aug.	<p><b>Reading</b> <b>Topic:</b> Writing is Very Useful Lesson 1: Writing is Very Useful Story: Punctuation is Important</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.R.4</p> <p><b>Writing:</b> Narrative Writing: Write narratives to develop real or imagined experiences or events. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.W.3,4,5,6,7,8,9,10</p>	<p><b>Topics: Numbers to 10,000</b></p> <p><b>Standards:</b> CCSS.MATH.CONTENT.3.NBT.A.1</p> <p><b>Thousands, Hundreds, Tens and Ones</b></p> <ul style="list-style-type: none"> <li>Read and write 4-digit numbers and number words.</li> <li>Compare and order 4-digit numbers by using "&gt;" and "&lt;".</li> </ul> <p><b>Number Patterns *</b></p> <ul style="list-style-type: none"> <li>Recognize number patterns.</li> <li>Count on and backwards by ones, tens, hundreds and thousands.</li> </ul> <p><b>Rounding Numbers</b></p> <ul style="list-style-type: none"> <li>Round whole numbers to the nearest ten, hundred or thousand.</li> <li>Estimate the location of numbers on a number line.</li> </ul>	<p><b>Project T1:</b> My Holiday 《我的節日》</p> <p><b>Science (T1)</b> <b>Topic:</b> Earth and Space Science: Weather and Climate</p> <p><b>Standards:</b> NGSS 3-ESS2; NGSS 3-ESS3</p> <p><b>Essential Questions:</b> How does weather affect your daily life? How does weather shape and/or influence culture? How does where you live influence how you live? How do people/countries use design solutions to reduce the impacts of weather-related hazards? How do these solutions positively or negatively impact the surrounding community? How do trends in data help predict people's behavior?</p> <p><b>Social Studies</b> <b>Topic 1:</b> Students describe the</p>	<p><b>Writing:</b> The Art of Narrative Writing / Introducing the Writer's Workshop. Students will explore published authors to write narratives that show an understanding of audience. Students will write a story bit by bit and include rich details. They will also learn the rules of paragraphing, complete sentences, and the correct use of quotation marks.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.W.3.3, W.3.4, W.3.5, W.3.10, L.3</p> <p><b>Shared Inquiry:</b> Beginning Interpretation:</p> <ul style="list-style-type: none"> <li>Students will ask questions.</li> <li>Students will articulate ideas about a story.</li> <li>Students will offer simple interpretations of the text.</li> </ul> <p><b>Standards:</b> CCSS.ELA-LITERACY.RL.3.1,</p>

		<p><b>Questions:</b> What do numbers convey? How can numbers be expressed, ordered, and compared? What are different ways to count?</p>	<p>physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p> <p><b>Standards:</b> California Social Studies 3.1</p> <p><b>Essential Questions/Focus:</b> 1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). 2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</p> <p><b>Topic 2:</b> Establishing America: How People and their Relationship with the Environment Helped Shape Today's America</p> <p><b>Standards:</b> California Social Studies 3.1</p> <p><b>Essential Questions/Focus:</b> How did individual groups of people unite to make their causes stronger? How did changes within the community influence people's lives? What are ways people protected themselves from the changes surrounding them (changes that stemmed from the environment, other groups of people, geography/climate, etc.)? How does this relate to today?</p>	<p>RL.3.2, RL.3.3, RF.3, SL.3.1, SL.3.2, SL.3.3</p>
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<b>Sep.</b>	<p><b>Reading Topic:</b> Mid-Autumn Festival Lesson 2: Monkeys Scooping up the Moon Story: The Story of The Moon Lady</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.R.2</p> <p><b>Writing:</b> Narrative Writing: Write narratives to develop real or imagined experiences or events. Establish a situation and introduce a narrator and/or characters; organize</p>	<p><b>Topics: Addition and Subtraction</b></p> <p><b>Standards:</b> CCSS.MATH.CONTENT.3.NBT.A.2</p> <ul style="list-style-type: none"> <li>• Add/ subtract numbers within 100 by adding/ subtracting first the tens and then the ones.</li> <li>• Add more than 2 numbers within 10,000.</li> </ul> <p><b>Sum and Difference</b></p> <ul style="list-style-type: none"> <li>• Understand two models : sum</li> </ul>		<p><b>Writing:</b> Narrative Writing continued. First publishing party!</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.W.3.3, W.3.10, L.3, SL.3.4, SL.3.6</p> <p><b>Shared Inquiry:</b> Seeing Alternatives:</p> <ul style="list-style-type: none"> <li>• Students will make connections (relate knowledge and experience),</li> <li>• Students will recognize multiple interpretations,</li> <li>• Students will recognize</li> </ul>

	<p>an event sequence that unfolds naturally.</p> <p><b>Shared Inquiry:</b> Beginning Interpretation:</p> <ul style="list-style-type: none"> <li>Students will ask questions.</li> <li>Students will articulate ideas about a story.</li> <li>Students will offer simple interpretations of the text.</li> </ul> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.W.3,4,5,6,7,8,9,10</p> <p><b>Assessment:</b> Reading Comprehension Units Test</p>	<p>and difference ; part-whole.</p> <ul style="list-style-type: none"> <li>Use the symbol "+" for "sum" and "-" for "difference".</li> </ul> <p><b>Word Problems</b></p> <ul style="list-style-type: none"> <li>Use modeling to solve 1-step and 2-step word problems involving additions and subtraction with the given steps.</li> </ul> <p><b>Adding and Subtracting Ones, Tens, Hundreds, Thousands</b></p> <ul style="list-style-type: none"> <li>Add and subtract 4-digit numbers.</li> </ul> <p><b>Two-Step Word Problems</b></p> <ul style="list-style-type: none"> <li>Solve 2-step word problems where steps are determined by students themselves.</li> </ul> <p><b>Questions:</b> How does the position of a digit in a number affect its value? What are strategies to make a reasonable estimate? What are the differences in solving one and two-step word problems?</p> <p><b>Assessment:</b> Cumulative Unit Test</p>		<p>different types of questions</p> <p><b>Shared Inquiry/ Critical Thinking/ Nonfiction Reading:</b> <u>The Life of Cesar Chavez (Reading A-Z)</u></p> <ul style="list-style-type: none"> <li>Students will learn about the labor movement</li> <li>Students will understand different perspectives</li> </ul> <p><b>Standards:</b> CCSS.ELA-LITERACY.RI.3.1, RI.3.2, RI. 3.4, RF.3, SL.3.1, SL.3.2, SL.3.3</p>
Oct.	<p><b>Reading Topic:</b> Jack-O-Lantern Lesson 3: Plant a Fish</p>	<p><b>Topics: Multiplication and Division</b></p> <p><b>Standards:</b></p>	<p><b>Social Studies</b> <b>Topic:</b> Students describe the American Indian nations in their local region long ago and in the</p>	<p><b>Writing (Assessment 1):</b> Narrative Writing. Students will work to develop the heart of a story and will use editing</p>

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	<p>An Empty Lot behind the House Story: Jack-O-Lantern</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.R.3</p> <p><b>Writing:</b> Narrative Writing: Write narratives to develop real or imagined experiences or events. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.W.3,4,5,6,7,8,9,10</p> <p><b>Shared Inquiry:</b> Beginning Interpretation:</p> <ul style="list-style-type: none"> <li>Students will ask questions.</li> <li>Students will articulate ideas about a story.</li> <li>Students will offer simple interpretations of the text.</li> </ul> <p><b>Assessment:</b> Narrative Writing Assessment</p>	<p>CCSS.MATH.CONTENT.3.NBT.A.3</p> <p><b>More Word Problems</b></p> <ul style="list-style-type: none"> <li>Understand and use the concept of a “unit”, “how many times much/more”</li> <li>Solve 1-step and 2-step word problems using all 4 operations</li> </ul> <p><b>Multiply Ones, Tens, Hundreds</b></p> <ul style="list-style-type: none"> <li>Multiply a 2-digit, 3-digit or 4-digit number by 2,3,4 or 5 with renaming up to three places</li> <li>Practice word problems involving multiplication of a 2-digit number with 4-digit.</li> </ul> <p><b>Quotient and Remainder *</b></p> <ul style="list-style-type: none"> <li>Understand the concepts of quotient and remainder.</li> <li>Divide a 2-digit number by 3,4 or 5</li> </ul> <p><b>Questions:</b> What questions can be answered with multiplication and division? What are efficient methods for finding products and quotients? What background knowledge do I need to do a one or two step word problem?</p> <p><b>Assessment:</b></p>	<p>recent past.</p> <p><b>Standards:</b> California Social Studies 3.2 3.3</p> <p><b>Essential Questions/Focus:</b> Describe national identities, religious beliefs, customs and various folklore traditions. How did physical geography, including climate, influence how the local Indian nations adapted to their natural environment? Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments. What was the interaction of new settlers like with the already established Indians of the region?</p>	<p>checklists.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.W.3.3, W.3.10, L.3</p> <p><b>Shared Inquiry:</b> Going Deeper:</p> <ul style="list-style-type: none"> <li>Students will create mental images of a story</li> <li>Students will read with purpose and articulate ideas about the story</li> <li>Students will identify interpretive questions</li> <li>Students will consider multiple interpretations of a story.</li> </ul> <p><b>Shared Inquiry/ Critical Thinking/ Nonfiction Reading:</b> <u>Little House on the Prairie (Excerpt)</u></p> <ul style="list-style-type: none"> <li>identify descriptive words</li> <li>evaluate character reactions</li> </ul> <p><b>Standards:</b> CCSS.ELA-LITERACY.RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.9, RF.3, SL.3.1, SL.3.2, SL.3.3</p>
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<b>Nov.</b>	<p><b>Reading Topic:</b> The world in the Ocean Lesson 4: The world in the Ocean Story: A Journey to the West - The Golden Rod</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.R.5</p> <p><b>Writing:</b> Informative/Explanatory Writing: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. Provide a concluding statement or section.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.W.2,4,5,6,7,8,9,10</p>	<p><b>Topics: Multiplying tables of 6,7/ Division</b></p> <p><b>Standards:</b> CCSS.MATH.CONTENT.3.OA.A.1,2,3,4 CCSS.MATH.CONTENT.3.OA.B.5,6</p> <p><b>Dividing Ones, Tens, Hundreds</b></p> <ul style="list-style-type: none"> <li>Practice division up to a 3-digit number by 2,3,4, or 5.</li> </ul> <p><b>Multiply by 6</b></p> <ul style="list-style-type: none"> <li>Determine and learn facts for multiplication by 6</li> <li>Multiply and Divide numbers within 1000 by 6.</li> </ul> <p><b>Multiply by 7</b></p> <ul style="list-style-type: none"> <li>Determine and learn facts for multiplication by 7</li> <li>Multiply and Divide numbers within 1000 by 7.</li> </ul> <p><b>Questions:</b> How does fluency in knowing multiplication facts help me solve problems in everyday life? How can I use my prior knowledge to complete a two step word problem? What different strategies do</p>	<p><b>Social Studies Topic:</b> Students draw from historical and community resources to organize the se-quence of local historical events and describe how each period of settlement left its mark on the land.</p> <p><b>Standards:</b> California Social Studies 3.3</p> <p><b>Essential Questions/Focus:</b> Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p>	<p><b>Writing:</b> Informational Writing. Students will use model texts to help develop informational pieces. Ss will learn about and incorporate the different structural features of informational texts. They will also learn the rules of paragraphing, complete sentences, and the correct use of quotation marks. They will begin to draft an informational report on a science topic.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.W.3.2, W.3.10, L.3</p> <p><b>Shared Inquiry:</b> Considering Interpretations:</p> <ul style="list-style-type: none"> <li>Students will recognize and make inferences</li> <li>Students will identify different types of questions</li> <li>Students will recognize multiple interpretations of a story.</li> </ul> <p><b>Shared Inquiry/ Critical Thinking/ Nonfiction Reading:</b> <u>Native American and Colonial encounter narrative</u></p> <p><b>Standards:</b></p>

	<p><b>Shared Inquiry:</b> Seeing Alternatives:</p> <ul style="list-style-type: none"> <li>Students will make connections (relate knowledge and experience),</li> <li>Students will recognize multiple interpretations,</li> <li>Students will recognize different types of questions</li> </ul> <p><b>Assessment:</b> Units Test</p>	<p>I use to multiply a one, two or three digit number? Why do I use different strategies?</p> <p><b>Assessment:</b> Cumulative Unit Test</p>	<p><b>Topic:</b> Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.</p> <p><b>Standards:</b> California Social Studies 3.5</p> <p><b>Essential Questions/Focus:</b> 1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. 2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad. 3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs. 4. Discuss the relationship of students' "work" in school and their personal human capital.</p>	<p>CCSS.ELA-LITERACY.RL.3.4, RL.3.5, RL.3.6, RF.3, SL.3.1, SL.3.2, SL.3.3</p>
<b>Dec.</b>	<p><b>Topic:</b> The Story of Silk Lesson 5: Giving Grandma a silk scarf Story: The Story of the silk</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.R.1</p>	<p><b>Topics: Multiplying tables of 8,9</b></p> <p><b>Standards:</b> CCSS.MATH.CONTENT.3.OA.C.7 CCSS.MATH.CONTENT.3.OA.D.8, 9</p>	<p><b>Project T2:</b> Trading Market 二手市場</p> <p><b>Science (T2)</b> <b>Topic:</b> Physical Science: Forces and Interactions</p> <p><b>Standards:</b> NGSS 3-PS2</p>	<p><b>Writing:</b> Information and Changing the World: Persuasive speeches, petitions, and editorials. Students will practice persuasion and opinions as they write to support a cause. Lessons will focus on</p>

	<p><b>Writing</b> Informative/Explanatory Writing: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Provide a concluding statement or section.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.W.2,4,5,6,7,8,9,10</p> <p><b>Shared Inquiry:</b> Seeing Alternatives:</p> <ul style="list-style-type: none"> <li>• Students will make connections (relate knowledge and experience),</li> <li>• Students will recognize multiple interpretations,</li> <li>• Students will recognize different types of questions</li> </ul>	<p><b>Multiply by 8</b></p> <ul style="list-style-type: none"> <li>• Determine and learn facts for multiplication by 8.</li> <li>• Multiply and Divide numbers within 1000 by 8.</li> </ul> <p><b>Multiply by 9</b></p> <ul style="list-style-type: none"> <li>• Determine and learn facts for multiplication by 9</li> <li>• Multiply and Divide numbers within 1000 by 9.</li> </ul> <p><b>More Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Multiply numbers within 1000 three times.</li> <li>• Divide tens, hundreds or thousands by a 1-digit number.</li> </ul> <p><b>Questions:</b> What are different models of and models for multiplication and division? What questions can be answered using multiplication and division?</p>	<p><b>Questions:</b> How can predicting the distance an object will travel influence the lives of people in a community? What variables will throw the accuracy of your predictions? How can you manage variables to prevent this from happening? Why are some items attracted to magnets, but others are not? What are the limitations of a magnet's strength?</p> <p><b>Social Studies</b> <b>Topic:</b> Understanding Our History: The Role Geography and Climate Played in Our Evolution</p> <p><b>Standards:</b> California Social Studies 3.4</p> <p><b>Essential Questions:</b> How did where the Native American Indians live influence how they lived? How do geographical features give you clues to the climate of the surrounding area? How has China/Taiwan/Singapore prepared its' people to better handle weather related disasters? How have these techniques altered the way people live (e.g. The Three Gorges Dam)?</p>	<p>supporting opinions and gathering evidence. Students will also revise work for a strong opening, strong ending, and will work on word choice.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.W.3.2, W.3.4, W.3.6, W.3.10, L.3</p> <p><b>Shared Inquiry:</b> Exploring Ideas</p> <ul style="list-style-type: none"> <li>• Students will determine important ideas from a story</li> <li>• Students will reread with purpose and articulate ideas about a story</li> <li>• Students will identify interpretive questions about important issues in a story</li> <li>• To consider multiple interpretations of a story.</li> </ul> <p><b>Shared Inquiry/Critical Thinking/ Nonfiction Reading:</b> <u>Geography/Climate reading (TBD)</u></p> <p><b>Standards:</b> CCSS.ELA-LITERACY.RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.6, RF.3</p>
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Jan.	<p><b>Reading Topic:</b> The Story of the silk Lesson 6: The North Wind and the Sun Story: The Mouse who got married on the third of the Chinese New Year</p> <p><b>Writing</b> Informative/Explanatory Writing: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Provide a concluding statement or section.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.R.7</p> <p><b>Shared Inquiry:</b> Considering Interpretations:</p> <ul style="list-style-type: none"> <li>Students will recognize and make inferences</li> <li>Students will identify different types of questions</li> <li>Students will recognize multiple interpretations of a story.</li> </ul>	<p><b>Topics: Data Analysis</b></p> <p><b>Standards:</b> CCSS.MATH.CONTENT.3.MD.B.3, 4 CCSS.MATH.CONTENT.3.MD.A.2</p> <p><b>Presenting Data</b></p> <ul style="list-style-type: none"> <li>Read and interpret data from a table, bar graph and tally chart.</li> </ul> <p><b>Probability *</b></p> <ul style="list-style-type: none"> <li>Learn meaning of probability.</li> <li>Collect and present data from probability experiments and then make predictions.</li> </ul> <p><b>Meters, Centimeters and Kilometers</b></p> <ul style="list-style-type: none"> <li>Convert a measurement between meters and centimeters; meters and kilometers</li> <li>Add and subtract meters, centimeters and kilometers in compound units.</li> </ul> <p><b>Yards, Feet, Inches *</b></p> <ul style="list-style-type: none"> <li>Practice conversion of</li> </ul>		<p><b>Writing:</b> Information and Changing the World. Students will continue to work on their persuasive pieces and present them to the class.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.W.3.2, W.3.4, W.3.6, W.3.10, L.3, SL.3.1, SL.3.2, SL.3.3</p>
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	<p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.W.2,4,5,6,7,8,9,10</p> <p><b>Assessment:</b> Reading Comprehension Units Assessment</p>	<p>yards, feet and inches.</p> <ul style="list-style-type: none"> <li>Add and subtract yards, feet and inches in compound units.</li> </ul> <p><b>Questions:</b> How can information be gathered, recorded, and organized? How is the probability of an event determined and described? What kinds of questions can and cannot be answered from a graph? What types of problems are solved with measurement? What are tools of measurement and how are they used? What is the purpose of standard units of measurement? How do units of measurement relate to each other?</p> <p><b>Assessment:</b> Interim SBAC</p>		
Feb.	<p><b>Reading Topic:</b> The Story of the silk Lesson 8: Ming-Ming's Piggy Bank Story: Lemonade and the parrot</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.R.6</p> <p><b>Writing</b> Informative/Explanatory</p>	<p><b>Topics: Length/ Weight</b></p> <p><b>Standards:</b> CCSS.MATH.CONTENT.3.MD.A.2</p> <p><b>Miles *</b></p> <ul style="list-style-type: none"> <li>Recognize the mile as a unit of length</li> <li>Add and subtract miles.</li> </ul>	<p><b>Social Studies:</b></p> <p><b>Topic:</b> Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</p> <p><b>Standards:</b> California Social Studies 3.4</p> <p><b>Essential Questions/Focus:</b></p>	<p><b>Writing (Assessment 2):</b> Informational Writing. Students will work on supporting their claims with research and will use an editing checklist.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.W.3.2, W.3.4, W.3.6, W.3.10, L.3</p>

	<p><b>Writing:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Provide a concluding statement or section.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.W.2,4,5,6,7,8,9,10</p> <p><b>Shared Inquiry:</b> Exploring Ideas</p> <ul style="list-style-type: none"> <li>Students will determine important ideas from a story</li> <li>Students will reread with purpose and articulate ideas about a story</li> <li>Students will identify interpretive questions about important issues in a story</li> <li>To consider multiple interpretations of a story.</li> </ul> <p><b>Assessment:</b> Informative Writing Assessment</p>	<p><b>Kilograms and Grams</b></p> <ul style="list-style-type: none"> <li>convert between kilograms and grams</li> <li>Add and subtract kilograms and grams in compound unit.</li> </ul> <p><b>Word Problems</b></p> <ul style="list-style-type: none"> <li>Solve word problem involving weights using part-whole or comparison models</li> </ul> <p><b>Pounds and Ounces *</b></p> <ul style="list-style-type: none"> <li>Estimate and weigh objects in pounds and ounces</li> <li>Convert between pounds and ounces</li> <li>Subtract ounces from a pound</li> </ul> <p><b>Questions:</b> Can you make a distinction between kilograms and grams? How do the tools for measuring kilograms/grams differ from that of measuring pounds and ounces? What is your opinion of the most effective way to measure liquid items? How can you use your mental math to help estimate weights?</p>	<p>Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol). Understand the three branches of government, with an emphasis on local government. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham</p>	<p><b>Shared Inquiry:</b> Putting the Puzzle Together:</p> <ul style="list-style-type: none"> <li>Students will begin to synthesize information in the story</li> <li>Students will reread with purpose and articulate ideas about a story</li> <li>Students will explore interpretations of a story.</li> <li>Students will discuss multiple interpretations of a story</li> </ul> <p><b>Standards:</b> CCSS.ELA-LITERACY.RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.6, RF.3, SL.3.1, SL.3.2, SL.3.3</p> <p>Presidents' Day / BHM</p>
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			Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).	
<b>March</b>	<p><b>Reading Topic:</b> America, Our Country Lesson 10: America, Our Country Story: Everybody Loves Rice</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.R.8</p> <p><b>Writing:</b> Opinion Text: Write opinion pieces on topics or texts, supporting a point of view with reasons. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section.</p> <p><b>Shared Inquiry:</b> Putting the Puzzle Together:</p> <ul style="list-style-type: none"> <li>Students will begin to synthesize information in the story</li> <li>Students will reread with purpose and articulate ideas about a story</li> <li>Students will explore interpretations of a story.</li> <li>Students will discuss multiple interpretations of a story</li> </ul>	<p><b>Topics: Capacity/Money</b></p> <p><b>Standards:</b> CCSS.MATH.CONTENT.3.MD.A.2</p> <p><b>Liters and Milliliters</b></p> <ul style="list-style-type: none"> <li>Convert between liters and milliliters</li> <li>Add or subtract milliliters in compound units</li> </ul> <p><b>Gallons, Quarts, Pints, and Cups *</b></p> <ul style="list-style-type: none"> <li>Convert between Gallons, Quarts, Pints and Cups</li> <li>Add or subtract gallons, quarts, pints and cups in compound units</li> </ul> <p><b>Dollars, Cents *</b></p> <ul style="list-style-type: none"> <li>Recognize read and write the decimal notation for money</li> <li>Convert between cents and dollars</li> </ul> <p><b>Addition *</b></p> <ul style="list-style-type: none"> <li>Add money within \$100 using mental math</li> <li>Solve word problems using the addition of money</li> </ul>		<p><b>Writing:</b> Response to Literature. Students will write critical reviews of a nonfiction book. Lessons will focus on idea organization, using linking words, and writing a strong conclusion. Students will revise for varied sentence length and impactful punctuation.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.W.3.1, W.3.7, W.3.8, W.3.10, L.3</p> <p><b>Shared Inquiry/ Critical Thinking/ Nonfiction Reading:</b> <u>Reading A-Z non-fiction book (TBD)</u></p> <p><b>Standards:</b> CCSS.ELA-LITERACY.RI.3.4, RI.3.5, RI.3.7, RI.3.9, RF.3, SL.3.1, SL.3.2, SL.3.3</p>

	<p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.W.1,4,5,6,7,8,9,10</p> <p><b>Assessment:</b> Units Test</p>	<p><b>Subtraction *</b></p> <ul style="list-style-type: none"> <li>Subtract money within \$100 using mental math</li> <li>Solve word problems using the subtraction of money</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Multiply money by a 1 digit whole number</li> <li>Use estimation to check for reasonableness</li> </ul> <p><b>Questions:</b></p> <p>When should you estimate amounts of money? How can multiples be used to solve money problems? How can estimating be used in other areas of math to check for reasonableness?</p> <p><b>Assessment:</b> Cumulative Unit Test</p>		
<b>April</b>	<p><b>Reading Topic:</b> Who am I like? Lesson 7: Who am I like? Story: I want to help my Grandpa</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.R.8</p>	<p><b>Topics: Fractions</b></p> <p><b>Standards:</b> CCSS.MATH.CONTENT.3.NF.A.1, 2, 3</p> <p><b>Fractions of a Whole</b></p>	<p><b>Project T3:</b> Inheritance and Variation of Traits &amp; Independent Relationships in Ecosystems 遺傳和習得</p> <p><b>Science (T3)</b> <b>Topic:</b> Inheritance and Variation</p>	<p><b>Writing (Assessment 3):</b> Informative Writing: People who make a difference. Students will research and write a detailed report about an important person who changed his or her community. Lessons focus on</p>

	<p><b>Writing:</b> Opinion Text: Write opinion pieces on topics or texts, supporting a point of view with reasons. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.W.1,4,5,6,7,8,9,10</p> <p><b>Shared Inquiry/ Critical Thinking/ Nonfiction Reading:</b></p> <ul style="list-style-type: none"> <li>noting important details</li> <li>Analyze character development</li> </ul> <p><b>Assessment:</b> Opinion Writing Assessment</p>	<ul style="list-style-type: none"> <li>Understand the terms numerator and denominator</li> <li>compare and order fractions with a common numerator or denominator</li> </ul> <p><b>Equivalent Fractions</b></p> <ul style="list-style-type: none"> <li>Recognize and name equivalent fractions</li> <li>Find equivalent fractions using division and multiplication</li> </ul> <p><b>Adding Fractions *</b></p> <ul style="list-style-type: none"> <li>Add like fractions</li> </ul> <p><b>Questions:</b> How many ways can we use models to determine and compare equivalent fractions? How do I identify and record the fraction of a whole or group? How do I identify the whole? What strategy can I use to always find the simplest form of a fraction?</p>	<p>of Traits &amp; Independent Relationships in Ecosystems</p> <p><b>Standards:</b> NGSS 3-LS1;LS2; LS3; LS4</p> <p><b>Questions:</b> How do we know many characteristics of organisms are inherited from their parents? How do we know that traits can be influenced by the environment? Why do different organisms vary in how they look and function? How does environment affect the traits that an organism develops? What ways do animals form groups to help them survive? What information can we gather from studying fossils? How does a habitat of an animal help and harm it? What are ways animals can be protected from environmental changes?</p> <p><b>Social Studies</b> <b>Topic:</b> People Create Change: Individuals Who Made a Difference in America <b>Questions:</b> How have inventions changed our world? How can an invention be good for one person and bad for another? How did early inventions influence more modern inventions? What challenges might the inventors have faced at that time?</p>	<p>supporting the main idea with strong details. Then, students edit their work with peers before publishing their report.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, L.3, SL.3.4</p> <p><b>Shared Inquiry/ Critical Thinking/ Nonfiction Reading:</b> <u>Kid Inventors (Reading A-Z)</u></p> <p><b>Standards:</b> CCSS.ELA-LITERACY.RI.3.1, RI.3.2, RI.3.3, RI.3.6, RI.3.7, RI.3.9, RF.3, SL.3.1, SL.3.2, SL.3.3</p>
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<p><b>May</b></p>	<p><b>Reading Topic:</b> Lesson 9: Where are my glasses? Story: A priceless gift</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.R.10</p> <p><b>Writing</b> Opinion Text: Write opinion pieces on topics or texts, supporting a point of view with reasons. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section.</p> <p><b>Shared Inquiry/ Critical Thinking/ Nonfiction Reading:</b></p> <ul style="list-style-type: none"> <li>noticing new information</li> <li>evaluate understanding</li> <li>analyze and sort notes</li> <li>evaluate effective communications</li> </ul> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.W.1,4,5,6,7,8,9,10</p> <p><b>Assessment:</b> Reading Comprehension Units Test SBAC tests</p>	<p><b>Topics:Fractions/Time/Geometry</b></p> <p><b>Subtracting Fractions *</b></p> <ul style="list-style-type: none"> <li>Subtract like fractions</li> </ul> <p><b>Fraction of a Set *</b></p> <ul style="list-style-type: none"> <li>Find the number of objects in a fraction of a set</li> </ul> <p><b>Fractions and Money *</b></p> <ul style="list-style-type: none"> <li>Understand and write money in terms of fractions and to decimals</li> </ul> <p><b>Hours and Minutes</b></p> <p><b>Standards:</b> CCSS.MATH.CONTENT.3.MD.A.1</p> <ul style="list-style-type: none"> <li>Understand the relative magnitudes of hours and minutes</li> <li>Convert between hours and minutes</li> <li>Solve word problems involving time and duration</li> </ul> <p><b>Other Units of Time</b></p> <ul style="list-style-type: none"> <li>Understand the second as a unit of measurement</li> <li>Convert between minutes and seconds</li> </ul> <p><b>Angles *</b></p> <ul style="list-style-type: none"> <li>Identify angles in the</li> </ul>	<p><b>Social Studies</b></p> <p><b>Topic:</b> Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.</p> <p><b>Standards:</b> California Social Studies 3.5</p> <p><b>Essential Questions/Focus:</b> Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. Understand that some goods are made locally, some elsewhere in the United States, and some abroad. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs. Discuss the relationship of students' "work" in school and their personal human capital.</p>	<p><b>Writing:</b> Informative Writing: Biography or autobiography. Students will either work with a partner to write a biography or work on their own autobiography. Students will organize topics into chapters. Revision will focus on fluency and organization.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.W.3.4, W.3.5, W.3.8, W.3.10, L.3</p> <p><b>Shared Inquiry/Critical Thinking/ Nonfiction Reading:</b></p> <p><u>Book about local produce (Reading A-Z)</u></p> <p><b>Standards:</b> CCSS.ELA-LITERACY.RI.3.4, RI.3.6, RI.3.7, RI.3.10, RF.3, SL.3.1, SL.3.2, SL.3.3</p>
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		<p>environment</p> <ul style="list-style-type: none"> <li>• Relate size of angle to degree of turning</li> <li>• Relate the number of angles to the number of size in a polygon</li> </ul> <p><b>Right Angles *</b></p> <ul style="list-style-type: none"> <li>• Classify angles as less than, equal to or greater than right angles</li> </ul> <p><b>Quadrilaterals and Triangles</b></p> <p><b>Standards:</b> CCSS.MATH.CONTENT.3.G.A.1, 2</p> <ul style="list-style-type: none"> <li>• Recognize parallel and intersecting lines</li> <li>• recognize and identify different quadrilaterals</li> </ul> <p><b>Solid Figures</b></p> <ul style="list-style-type: none"> <li>• Review a variety of solid figures from cube to cone</li> </ul> <p><b>Questions:</b> How are angles measured? How are angles classified? How can objects be represented and compared using geometric attributes? What is the difference between length of time and time of day?</p> <p><b>Assessment:</b></p>		
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		SBAC tests		
June	<p><b>Reading Topic:</b> Lesson 9: Where are my glasses? Story: A priceless gift</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.R.10</p> <p><b>Writing</b> Opinion Text: Write opinion pieces on topics or texts, supporting a point of view with reasons. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.CCRA.W.2,4,5,6,7,8,9,10</p> <p><b>Shared Inquiry:</b> Student reports on literature circles. Small groups will share excerpts from their books. Then, they will pose some questions and will ask classmates to participate in class discussions. Each group will lead one shared inquiry discussion.</p> <p><b>Assessment:</b></p>	<p><b>Topics: Area, Perimeter and Volume</b></p> <p><b>Standards:</b> CCSS.MATH.CONTENT.3.MD.C.5, 6, 7, 8</p> <p><b>Area</b></p> <ul style="list-style-type: none"> <li>Find and compare the area of a figure in square units (cm, inches)</li> <li>Estimate the area of figures</li> </ul> <p><b>Perimeter</b></p> <ul style="list-style-type: none"> <li>Measure the area of a figure</li> <li>Compare the area of figures to their perimeter</li> </ul> <p><b>Volume *</b></p> <ul style="list-style-type: none"> <li>Build shapes from drawings</li> <li>Determine the number of cubes needed to build a solid</li> <li>Create new shapes from old by adding or removing cubes</li> </ul> <p><b>Review</b></p> <p><b>Questions:</b> How can patterns be used to determine standard formulas for area and</p>	As Above	<p><b>Writing (Assignment 3):</b> Persuasive Writing: Students will focus on taking notes and supporting an opinion. Students will work on drafting an ending with powerful words. The revision stage will include the use of a revision checklist. The final writing will be a piece in support of a local organization. Third graders will publish their work for a final publishing party.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.W.3.1, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, L.3</p> <p><b>Shared Inquiry:</b> Student reports on literature circles. Small groups will share excerpts from their books. Then, they will pose some questions and will ask classmates to participate in class discussions. Each group will lead one shared inquiry discussion.</p> <p><b>Standards:</b> CCSS.ELA-LITERACY.RL.3.1, RL.3.2, RL.3.6, RL.3.9, RL.3.10, RF.3, SL.3.1, SL.3.2, SL.3.3</p>

	STAMP	<p>perimeter?</p> <p>How do you find perimeter, area, and volume of geometric figures? What does 'squared' mean? How is it useful in determining the size of an area?</p>		
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## 2015-2016 4<sup>th</sup> Grade Curriculum Map

The following table shows topic areas and intended timelines. This is not a complete listing and time of instruction in these topics may alter from dates indicated below.

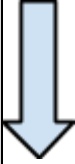
Month	MLA (Mandarin Language Arts)	Math	Projects Based Learning/ Science & Social Studies	ELA (English Language Arts)
Aug.	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>California Native Americans</li> <li>Geographic features</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>California Native Americans</li> <li>Geographic features</li> </ul> <p>CACCS RL. 10 CACCS RL. 3 CACCS RL. 2</p> <p><b>Writing: One Small Moment</b> CACCS W.3 CACCS W.5 CACCS W.3b CACCS W.3c</p> <p><b>Speaking and Listening</b> CACCS. SL.4 CACCS. SL.6 CACCS. SL.1 CACCS. SL.1c CACCS. SL.2</p> <p><b>Language</b> Mei Zhou Hua Yu Lesson One</p> <p>CACCS L. 1b CACCS L. 5</p>	<p><b>Topics: Whole numbers</b> 4.NBT.1 4.NBT.2 4.NBT.3 4.NBT.4 4.MD.2</p> <p><b>Ten thousands, hundred thousands and millions,</b></p> <ul style="list-style-type: none"> <li>Ten thousands and hundred thousands</li> <li>Place values</li> <li>Millions</li> <li>Comparing and ordering numbers</li> <li>Place value in computation</li> </ul> <p><b>Approximation</b></p> <ul style="list-style-type: none"> <li>Rounding to the nearest ten, hundred or thousand</li> <li>Rounding to the nearest ten thousand, hundred thousand or million</li> </ul>	<p><b>1<sup>st</sup> Trimester Themes:</b></p> <p><b>Science: Earth Science</b></p> <p><b>Social Studies: SS4.1 &amp; 4.2</b></p> <ul style="list-style-type: none"> <li>California Native Americans</li> <li>Geographic features</li> </ul>	<p><b>Shared Inquiry:</b> Asking questions about a story; Offer simple interpretations of a story; Reread with purpose and articulate ideas about a story. <b>RL.4.1</b> <b>Writing:</b> Personal narrative and writing to get to know each other. <b>W.4.3, W.4.4, W.5.5</b></p>

	CACCS L. 2e CACCS L. 1h CACCS L. 1k CACCS L. 2a CACCS L. 2c			
Sept.	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>California Native Americans</li> <li>Geographic features</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>California Native Americans</li> <li>Geographic features</li> </ul> <p>CACCS RL. 10 CACCS RL. 3 CACCS RL. 2</p> <p><b>Writing: One Small Moment</b> CACCS W.3 CACCS W.5 CACCS W.3b CACCS W.3c</p> <p><b>Speaking and Listening</b> CACCS. SL.4 CACCS. SL.6 CACCS. SL.1 CACCS. SL.1c CACCS. SL.2</p> <p><b>Language</b> Mei Zhou Hua Yu Lesson Two</p> <p>CACCS L. 1b CACCS L. 5 CACCS L. 2e</p>	<p><b>Topics: Whole numbers &amp; the four operations of whole numbers</b> 4. NF. 5 4. NF. 6 4. NF. 7 4. MD. 2</p> <p><b>Factors</b></p> <ul style="list-style-type: none"> <li>Rectangular arrays and factors</li> <li>Factors</li> </ul> <p><b>Multiples</b></p> <ul style="list-style-type: none"> <li>Multiples</li> <li>Common multiples</li> </ul> <p><b>Order of operations</b></p> <ul style="list-style-type: none"> <li>Addition and subtraction, multiplication and division</li> <li>The four operations</li> <li>Word problems</li> </ul> <p><b>Negative numbers</b></p> <ul style="list-style-type: none"> <li>Negative numbers</li> <li>Comparing and ordering positive and negative numbers</li> </ul> <p><b>Addition and</b></p>	<ul style="list-style-type: none"> <li>California Native Americans</li> <li>Geographic features</li> </ul>	<p><b>Shared Inquiry:</b> Connect prior knowledge to a story; reread and articulate ideas about a story; recognize different types of questions; recognize multiple interpretations of a story</p> <p><b>RL.4.7</b></p> <p><b>Writing:</b> Personal narrative writing; infusing writing with figurative language. <b>W.4.3, W.4.4, W.5.5</b></p> <p><b>Assessment:</b> Narrative writing, Shared Inquiry Reading Comprehension</p>

	CACCS L. 1h CACCS L. 1k CACCS L. 2a CACCS L. 2c	<b>subtraction</b> <ul style="list-style-type: none"> <li>Addition and subtraction</li> <li>Mental calculation</li> <li>Estimation in problem solving</li> </ul> <b>Multiplication and division</b> <ul style="list-style-type: none"> <li>Multiplication</li> <li>Division</li> <li>Problem solving in division</li> </ul>		
Oct.	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>California Native Americans</li> <li>Geographic features</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>California Native Americans</li> <li>Geographic features</li> </ul> <p>CACCS RL. 10  CACCS RL. 3  CACCS RL. 2</p> <p><b>Writing: One Small Moment</b>  CACCS W.3  CACCS W.5  CACCS W.3b  CACCS W.3c</p> <p><b>Speaking and Listening</b>  CACCS. SL.4  CACCS. SL.6  CACCS. SL.1  CACCS. SL.1c  CACCS. SL.2</p> <p><b>Language</b>  Mei Zhou Hua Yu Lesson Three  CACCS L. 1b</p>	<p><b>Topics: The four operations of whole numbers &amp; Fractions</b></p> <p>4. OA.1  4. OA.2  4. OA.3  4. NBT. 5  4. MD.2  4.MD.3</p> <p><b>Multiplication by a 2-digit number</b></p> <ul style="list-style-type: none"> <li>Multiplying by tens</li> <li>Multiplying a 2-digit number by a 2-digit number</li> <li>Estimation in multiplication</li> </ul> <p><b>Equivalent fractions</b></p> <ul style="list-style-type: none"> <li>Equivalent fractions</li> <li>Comparing fractions</li> </ul>	<ul style="list-style-type: none"> <li>California Native Americans</li> <li>Geographic features</li> </ul>	<div> <p>Discovery in the Americas?  Christopher Columbus</p> <p><b>Shared Inquiry:</b>  Connect prior knowledge to a non-fiction text; understanding cause and effect relationships.  RI.4.5</p> <p><b>Writing:</b>  Informational writing; bringing history to life  W.4.2, W.4.4, W.5.5</p> <p><b>Social Studies: Pre-Columbian Settlements and People:</b> Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p> <p><b>Assessment:</b> DRA, SBAC Prep</p> </div>

	CACCS L. 5 CACCS L. 2e CACCS L. 1h CACCS L. 1k CACCS L. 2a CACCS L. 2c	<b>Adding and subtracting fractions</b> <ul style="list-style-type: none"> <li>Adding related fractions</li> <li>Subtracting related fractions</li> </ul> <b>Mixed Numbers</b> <b>Improper Fractions</b> <ul style="list-style-type: none"> <li>Improper fractions</li> <li>Improper fractions to mixed numbers</li> <li>Mixed numbers to improper fractions</li> <li>Mixed numbers and improper fractions</li> </ul>		
Nov.	<b>Topic:</b> <ul style="list-style-type: none"> <li>Early Explores</li> <li>Spanish Settlement</li> <li>Mexican War</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>Early Explores</li> <li>Spanish Settlement</li> <li>Mexican War</li> </ul> CACCS FS. 3 CACCS RI. 4 CACCS RI. 2 CACCS RI. 8 CACCS RI. 7 <b>Writing: A Teaching Book</b> CACCS W.3 CACCS W.2a CACCS W.6 CACCS W.5 <b>Speaking and Listening</b> CACCS. SL.6 CACCS. SL.1	<b>Topics: More fractions and intro of Geometry</b> 4.NF.1 4.NF.2 4.NF.3a, b, c, d 4.NF.4a, b, c 4.MD.2 4.MD.4 <b>Fractions and division</b> <b>Fraction of a set</b> <ul style="list-style-type: none"> <li>Fraction of a set</li> <li>Value of a fraction of the set</li> </ul>	<b>2<sup>nd</sup> Trimester Themes:</b> <b>Science: Physical science</b> <b>Social Studies:</b> SS4.2.2 SS4.2.3 SS4.2.4b SS4.2.5 <b>Topic:</b> <ul style="list-style-type: none"> <li>Early Explores</li> <li>Spanish Settlement</li> <li>Mexican War</li> </ul>	<b>Shared Inquiry:</b> Recall experiences with and knowledge about a concept in a story; relate knowledge and experience to a story; to ask questions; to reread with purpose and articulate ideas; to understand and use new words. <b>RL.4.4</b>  <b>Writing:</b> Informational writing; describing a national park <b>W.4.2, W.4.4, W.5.5</b>  <b>Assessment:</b> Informational Writing Assessment, Shared

	CACCS. SL.1c CACCS. SL.2  <b>Language</b> Mei Zhou Hua Yu Lesson Four  CACCS L. 1b CACCS L. 5 CACCS L. 2e CACCS L. 1h CACCS L. 1k CACCS L. 2a CACCS L. 2c	<ul style="list-style-type: none"> <li>• A whole number times a fractions</li> <li>• Fractional part of a whole</li> <li>• Word problems</li> </ul>		
<b>Dec</b>	<b>Topic:</b> <ul style="list-style-type: none"> <li>• <b>California Native Americans</b></li> <li>• <b>Geographic features</b></li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>• California Native Americans</li> <li>• Geographic features</li> </ul> CACCS RL. 10 CACCS RL. 3 CACCS RL. 2  <b>Writing: One Small Moment</b> CACCS W.3 CACCS W.5 CACCS W.3b CACCS W.3c  <b>Speaking and Listening</b> CACCS. SL.4 CACCS. SL.6 CACCS. SL.1 CACCS. SL.1c CACCS. SL.2  <b>Language</b> Mei Zhou Hua Yu Lesson Five  CACCS L. 1b CACCS L. 5	<b>Topics: Geometry</b>  4.G.1  4.G.2  4.G.3  <b>Right angles</b>  <b>Measuring angle</b> <ul style="list-style-type: none"> <li>• Constructing angles less than 180°</li> </ul> Estimating and measuring angles greater than 180°  <b>Perpendicular lines</b> <ul style="list-style-type: none"> <li>• Recognizing perpendicular lines</li> <li>• Drawing perpendicular lines</li> </ul> <b>Parallel lines</b> <ul style="list-style-type: none"> <li>• Recognize parallel lines</li> <li>• Drawing parallel lines</li> </ul> <b>Quadrilaterals</b>	Early Explores Spanish Settlement Mexican War	<div> <b>Shared Inquiry:</b>  preview text features before reading a story; create mental images of a story; identify interpretative questions; use tools to improve understanding of a story; understand and use new vocabulary.  <b>RL.4.4,</b> </div> <div> <b>Writing:</b> Procedural text; use sources to write about how to survive a natural disaster  <b>W.4.2, W.4.4, W.5.5</b> </div> <div> <b>Social Studies:</b>  European exploration in the US and colonial life </div> <div> <b>Assessment:</b> SBAC Interim </div>

	CACCS L. 2e CACCS L. 1h CACCS L. 1k CACCS L. 2a CACCS L. 2c	<b>Triangles</b> <ul style="list-style-type: none"> <li>Properties of isosceles and equilateral triangles</li> </ul> <b>Circles</b> <ul style="list-style-type: none"> <li>Circles, radius and diameter</li> </ul> <b>Solid figures</b> <ul style="list-style-type: none"> <li>2 dimensional drawing</li> </ul> <b>Nets</b> <ul style="list-style-type: none"> <li>Nets</li> <li>Solids from nets</li> </ul>		
Jan.	<b>Topic:</b> <ul style="list-style-type: none"> <li>California Native Americans</li> <li>Geographic features</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>California Native Americans</li> <li>Geographic features</li> </ul> CACCS RL. 10 CACCS RL. 3 CACCS RL. 2 <b>Writing: One Small Moment</b> CACCS W.3 CACCS W.5 CACCS W.3b CACCS W.3c <b>Speaking and Listening</b> CACCS. SL.4 CACCS. SL.6 CACCS. SL.1 CACCS. SL.1c CACCS. SL.2 <b>Language</b> Mei Zhou Hua Yu Lesson Six CACCS L. 1b	<b>Topics: Decimal Numbers</b> 4. NF.5 4. NF.6 4. NF.7 4. MD.2 <b>Decimals- tens</b> <ul style="list-style-type: none"> <li>1-place decimals</li> <li>1-place decimals greater than 1</li> <li>Comparing 1-place decimals</li> <li>Mixed numbers and decimals</li> </ul>	Early Explores Spanish Settlement Mexican War	 <div data-bbox="1356 1014 1485 1459"> <p><b>Shared Inquiry:</b>  preview text features before reading a story; create mental images of a story; identify interpretative questions; use tools to improve understanding of a story; understand and use new vocabulary.  <b>RL.4.2</b></p> <p><b>Writing:</b> Persuasive writing; writing a persuasive letter to city officials  <b>W.4.1, W.4.4, W.5.5</b></p> <p><b>Social Studies:</b>  European exploration in the US and colonial life continued</p> </div>

	CACCS L. 5 CACCS L. 2e CACCS L. 1h CACCS L. 1k CACCS L. 2a CACCS L. 2c			
<b>Feb.</b>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• Gold Rush</li> <li>• California History</li> <li>• American Government</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Gold Rush</li> <li>• California History</li> <li>• American Government</li> </ul> <p>CACCS RL. 10  CACCS RL. 3  CACCS RL. 2</p> <p><b>Writing: Opinion Writing</b>  CACCS W.3  CACCS W.5  CACCS W.3b  CACCS W.3c</p> <p><b>Speaking and Listening</b>  CACCS. SL.4  CACCS. SL.6  CACCS. SL.1  CACCS. SL.1c  CACCS. SL.2</p> <p><b>Language</b>  Mei Zhou Hua Yu Lesson Seven</p> <p>CACCS L. 1b  CACCS L. 5  CACCS L. 2e  CACCS L. 1h  CACCS L. 1k  CACCS L. 2a  CACCS L. 2c</p>	<p><b>Topics: Decimals</b></p> <p>4. NF.5  4. NF.6  4. NF.7  4. MD.2</p> <p><b>Hundredths</b></p> <ul style="list-style-type: none"> <li>• 2-place decimals</li> <li>• Decimals in dollars and cents</li> <li>• Interpreting 2-place decimals</li> <li>• Fractions and decimals</li> <li>• Comparing decimals</li> <li>• Adding and subtracting decimals</li> </ul> <p><b>Thousandths</b></p> <ul style="list-style-type: none"> <li>• 3-place decimals</li> <li>• Comparing and ordering decimals</li> <li>• Converting decimals to fractions</li> <li>• Practice</li> </ul> <p><b>Rounding</b></p> <ul style="list-style-type: none"> <li>• Rounding to whole numbers</li> <li>• Rounding to 1</li> </ul>	Gold Rush California History American Government	<div style="border: 1px solid black; padding: 5px;"> <p><b>Shared Inquiry:</b>  analyzing text features; making connections; synthesizing by summarizing a story; responding to specific parts of a story.  <b>RL.4.2, RL.4.3</b></p> <p><b>Writing:</b>  Informational writing; biographies  <b>W.4.2, W.4.4, W.5.5</b></p> <p><b>Social Studies:</b>  Black history</p> </div>

		decimal place		
<b>March</b>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• Gold Rush</li> <li>• California History</li> <li>• American Government</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Gold Rush</li> <li>• California History</li> <li>• American Government</li> </ul> <p>CACCS RL. 6 CACCS RL. 6a</p> <p><b>Writing: Opinion Writing</b> CACCS W.1a CACCS W.6 CACCS W.1b</p> <p><b>Speaking and Listening</b> CACCS. SL.1a CACCS. SL.1d</p> <p><b>Language</b> Mei Zhou Hua Yu Lesson Eight</p> <p>CACCS L. 1b CACCS L. 5 CACCS L. 2e CACCS L. 1h CACCS L. 1k CACCS L. 2a CACCS L. 2c CACCS L. 1i CACCS L. 3a</p>	<p><b>Topics: The four operations of decimals</b></p> <p>4. NF.5</p> <p>4. NF.6</p> <p>4. NF.7</p> <p>4. MD.2</p> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• Tenth and hundredths</li> <li>• 1-place decimals</li> <li>• 2-place decimals</li> <li>• Estimation</li> <li>• Subtracting tenths</li> <li>• Subtracting hundredths</li> <li>• More 1-place decimals</li> <li>• More 2-place decimals</li> <li>• More estimation</li> </ul> <p><b>Multiplication</b></p> <ul style="list-style-type: none"> <li>• Multiplying tenths or hundredths by 1-digit numbers</li> <li>• Multiplying 1-place decimals by 1-digit whole numbers</li> <li>• Multiplying 2-place decimals by 1-digit whole numbers</li> </ul>	<p><b>3<sup>rd</sup> Trimester Themes:</b></p>	<p><b>Shared Inquiry:</b> analyzing text features; making connections; synthesizing by summarizing a story; responding to specific parts of a story. <b>RL.4.2, RL.4.3</b></p> <p><b>Writing:</b> Response to literature; writing in response to an author's work <b>W.4.9, W.4.4, W.5.5</b></p> <p><b>Social Studies:</b> Gold rush and CA statehood: Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p>

		<ul style="list-style-type: none"> <li>Word problems</li> </ul> <b>Division</b> <ul style="list-style-type: none"> <li>Dividing decimals</li> <li>More dividing decimals</li> <li>Dividing 2-place decimals</li> <li>Decimal quotients</li> <li>Rounding decimals quotients</li> <li>Word problems</li> </ul> <b>Review</b>		
<b>April</b>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>Gold Rush</li> <li>California History</li> <li>American Government</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Gold Rush</li> <li>California History</li> <li>American Government</li> </ul> <p>CACCS RL. 6 CACCS RL. 6a</p> <p><b>Writing: Opinion Writing</b> CACCS W.1a CACCS W.6 CACCS W.1b</p> <p><b>Speaking and Listening</b> CACCS. SL.1a CACCS. SL.1d</p>	<p><b>Topics: Congruent and symmetric figures; coordinate graphs and changes in quantities</b></p> <p>4. G.1</p> <p>4. G.2</p> <p>4. G.3</p> <p><b>Congruent figures</b></p> <p><b>Tiling patterns</b></p> <ul style="list-style-type: none"> <li>Tessellations and unit shape</li> <li>Shapes that tessellate</li> </ul> <p><b>Line symmetry</b></p> <ul style="list-style-type: none"> <li>Figures with line symmetry</li> <li>Line of symmetry</li> <li>Completing</li> </ul>		<p><b>Shared Inquiry:</b> answer interpretative questions with evidence from the text; understand plot as a literary element; explain a story's theme in an essay.</p> <p><b>RL.4.3</b></p> <p><b>Writing:</b> Response to literature; literary essays</p> <p><b>W.4.9, W.4.4, W.5.5</b></p> <p><b>Social Studies:</b> Local, state, and federal government: Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.</p>

	<p><b>Language</b> Mei Zhou Hua Yu Lesson Nine</p> <p>CACCS L. 1b CACCS L. 5 CACCS L. 2e CACCS L. 1h CACCS L. 1k CACCS L. 2a CACCS L. 2c CACCS L. 1i CACCS L. 3a</p>	<p>symmetric figures</p> <p><b>Rotational symmetry</b></p> <ul style="list-style-type: none"> <li>Figures with rotational symmetry</li> </ul> <p><b>The coordinate grid</b></p> <ul style="list-style-type: none"> <li>Using a coordinate grid</li> <li>Length on a coordinate grid</li> </ul> <p><b>Change in quantities:</b> writing an equation for a change in quantity</p> <p><b>Graphing in changes in quantities:</b> Linear graphs</p>		
May	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>Gold Rush</li> <li>California History</li> <li>American Government</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Gold Rush</li> <li>California History</li> <li>American Government</li> </ul> <p>CACCS RL. 6 CACCS RL. 6a</p> <p><b>Writing: Opinion Writing</b> CACCS W.1a CACCS W.6 CACCS W.1b</p> <p><b>Speaking and Listening</b> CACCS. SL.1a CACCS. SL.1d</p>	<p><b>Topics: Data analysis and probability; intro of measures</b></p> <p>4. MD. 1</p> <p>4. MD. 2</p> <p>4. MD. 3</p> <p>4. MD. 5a, b</p> <p>4. MD. 6</p> <p>4. MD. 7</p> <p>4.G.1</p> <p>4.G.2</p> <p><b>Organizing and analyzing data</b></p> <ul style="list-style-type: none"> <li>Collecting and recording data</li> <li>Finding the mode</li> </ul>		<p><b>Shared Inquiry:</b> answer interpretative questions with evidence from the text; understand plot as a literary element; explain a story's theme in an essay. <b>W.4.9</b></p> <p><b>Writing:</b> Realistic fiction <b>W.4.3, W.4.4, W.5.5</b></p> <p><b>Social Studies:</b> California as an agricultural and industrial power: Students understand how California became an agricultural and industrial power, tracing the transformation of California's economy and its political and cultural development since the 1850s</p> <p><b>Assessment:</b> SBAC Summative</p>

	<p><b>Language</b> Mei Zhou Hua Yu Lesson Ten</p> <p>CACCS L. 1b CACCS L. 5 CACCS L. 2e CACCS L. 1h CACCS L. 1k CACCS L. 2a CACCS L. 2c CACCS L. 1i CACCS L. 3a</p>	<p><b>Probability experiments:</b> Outcomes</p> <p><b>Order of outcomes:</b> Tree diagrams</p> <p><b>Bar graphs</b></p> <p><b>Line graphs</b></p> <p><b>Adding and subtracting measures:</b></p> <ul style="list-style-type: none"> <li>Unit conversations</li> <li>Add and subtract measures</li> </ul> <p><b>Multiplying measures:</b> Multiply measures by 1-digit numbers</p> <p><b>Dividing measures:</b> divide measures by 1-digit numbers</p>		
June	<p><b>Topic: Review</b></p> <p><b>End of Year Projects</b></p>	<p><b>Topics: Measures and volume</b></p> <p>4. MD.1</p> <p>4. MD.2</p> <p>4. MD.3</p> <p>4. MD.5a, b</p> <p>4. MD.6</p> <p><b>Cubic units</b></p> <ul style="list-style-type: none"> <li>Volume of solids (in cubic units/centimeters )</li> </ul> <p><b>Volume of rectangular prisms</b></p> <ul style="list-style-type: none"> <li>Volume of rectangular prisms</li> <li>Volume of water</li> </ul>		<p><b>Shared Inquiry:</b> determine important ideas; understand imagery; write an essay about imagery in a story</p> <p><b>RL.4.7</b></p> <p><b>Writing:</b> Realistic fiction continued</p> <p><b>W.4.3,W.4.4,W.5.5</b></p> <p><b>Social Studies:</b> Physical and human geographical features of CA; students understand and demonstrate an understanding of the physical and human geographic features that define regions of CA</p>

		in rectangular containers <ul style="list-style-type: none"> <li>• Practice</li> </ul> <b>Review</b>		
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## 2015-2016 5<sup>th</sup> Grade Curriculum Map

The following table shows topic areas and intended timelines. This is not a complete listing and time of instruction in these topics may alter from dates indicated below.

Month	MLA (Mandarin Language Arts)	Math	Science & Social Studies (Aligned with MLA)
Aug	<b>Topic: Get to Know 5<sup>th</sup> Grade</b>  <b>Reading:</b> <b>MeiZhou Chinese Lesson 1: Learn More Languages</b>  <b>Writing:</b> <ol style="list-style-type: none"> <li>5<sup>th</sup> grade Goals and Dreams;</li> <li>Where I've Explored on the World Map (Discussing and Independent In-Class Writing)</li> </ol> <b>Standards:</b> <a href="#">CCSS.ELA-Literacy.RL.5.1</a> <a href="#">CCSS.ELA-Literacy.W.5.1.a</a>	<b>Topic: Population &amp; Samples:</b> This unit provides a review of the laboratory method, a simplified version of the scientific method. Using the context of populations and samples, students explore the relationship between variables. They represent these relationships using tables, graphs, and averages (median and mode). Students solve problems by analyzing data. They use averages, data tables, and graphs to make generalizations and predications about a data set.	<b>1<sup>st</sup> Trimester Topic</b>  <b>Science Topic: Earth Science</b>  <b>Social Studies 1: Geography.</b> Compare geographic maps of China and US, find out how different geographic and climate features influence the way the two nations lived and adjusted to the natural environment, including locations of villages, the distinct structures they built, and how they obtained food, clothing, tools and utensils.
Sept.	<b>Topic: Chinese idioms</b>  <b>Reading: MeiZhou Chinese Lesson 2: The Frog in the Well: What We Know is Limited</b>  <b>Writing: Explain a Chinese idiom with its' original story and examples in our lives.</b>  <b>School-wide Reading Comprehension 9/21-9/25</b>  <b>Standards:</b> <a href="#">CCSS.ELA-Literacy.RL.5.4</a> <a href="#">CCSS.ELA-Literacy.W.5.2.a</a>	<b>Topic: Fractions</b> Students use multiple representations and real-world contexts to support their development of the concepts related to fractions. Students review the use of circle pieces, number lines, and symbols to represent and identify fractions, including proper fractions, improper fractions, and mixed numbers. Students make connections and translate between these representations to compare, order, and find equivalent fractions. Students develop multiplication and division strategies for finding common denominators. Students develop strategies to add and subtract with like and unlike denominators.	
Oct.	<b>Topic: All about Fall Holidays</b>  <b>Reading: MeiZhou Chinese Lesson 3: Halloween</b>	<b>Topic: Big Numbers</b> Students use multiple representations and real-world contexts to support their development of	

2015-2016 5<sup>th</sup> Grade Curriculum Map

	<p><b>Narrative writing assignment 10/5-10/9</b></p> <p>(Alternative: Narrative writing: Halloween in Yu Ming)</p> <p><b>Standards:</b>  <a href="#">CCSS.ELA-Literacy.RL.5.6</a>  <a href="#">CSS.ELA-Literacy.W.5.3.d</a></p>	<p>number sense for large numbers. Students use place value charts, number lines, and number sentences to represent numbers to the billions. Students make connections and translate between these representations to compose, decompose, compare, and order large numbers. Students use strategies to estimate quantities and products. They represent numbers with exponents and multiply numbers that are multiples of ten represented as powers of ten.</p>	
Nov.	<p><b>Topic: Native Americans</b></p> <p><b>Reading: MeiZhou Chinese Lesson 9: Visit a Museum of Native American</b></p> <p><b>Narrative Writing Assessment 19-23, Score by 11/6</b></p> <p><b>Standards:</b>  <a href="#">CCSS.ELA-Literacy.RL.5.7</a></p>	<p><b>Topic: Estimation &amp; Efficient Computation</b>            Students further develop strategies for multi-digit addition, subtraction, and two-digit by two-digit multiplication. They explore both mental math and paper-and-pencil methods, solving problems that require exact answers as well as those where estimation is appropriate. Students use computational strategies to develop formulas for finding the area of rectangle and triangles, and the volume of rectangular prisms.</p>	<p><b>2<sup>nd</sup> Trimester Topic</b></p> <p><b>Science Topic: Physical Science (taught in English Class)</b></p> <p><b>Social Studies 2: Cultural Acceptance and Appreciation:</b> Explore history and culture from different groups; respect and appreciate the differences. Focus on Black History Month, and life changes and struggles of immigrants.</p>
Dec	<p><b>Topic: Appreciate Ancient Chinese Poetry</b></p> <p><b>Reading: MeiZhou Chinese Lesson 4: Two Chinese Poems</b></p> <p><b>Writing: Make a Poem for Families</b></p> <p><b>MeiZhou Chinese Mid Term Assessment</b></p> <p><b>Standards:</b>  <a href="#">CCSS.ELA-Literacy.RL.5.9</a>  <a href="#">CCSS.ELA-Literacy.W.5.6</a></p>	<p><b>Topic: Fractions &amp; Ratios</b>            Students use multiple representations and real-world contexts to extend their understanding of fractions to include ratios. Students review the use of circle pieces, number lines, and symbols to represent and identify fractions and ratios. Students use multiplication and division strategies for finding the simplest form of a fraction. Students solve problems involving ratios that include converting between units of measure within a standard measurement system.</p>	
Jan.	<p><b>Topic: Chinese Inventions</b></p> <p><b>Reading: MeiZhou Chinese Lesson 5: Story of how papers were invented</b></p> <p><b>School-wide Reading Comprehension 1/19-1/22</b></p>	<p><b>Topic: Continue Fractions &amp; Ratios, and Half- Year Review</b></p> <p>Interim SBAC</p>	

2015-2016 5<sup>th</sup> Grade Curriculum Map

	<b>Informative writing assignment 1/25-1/29</b>  <b>Standards:</b> <a href="#">CCSS.ELA-Literacy.RI.5.4</a> <a href="#">CCSS.ELA-Literacy.W.5.2.b</a>		
Feb.	<b>Topic: Chinese New Year!</b>  <b>Reading: MeiZhou Chinese Lesson 7: The Earliest Chinese Baseball Team</b>  <b>Writing: In Class Writing Assignment-</b> Write to your pen-pal in China: Introduce a traditional American holiday and how you celebrate on that day  <b>Standards:</b> <a href="#">CCSS.ELA-Literacy.RI.5.3</a> <a href="#">CCSS.ELA-Literacy.W.5.2.e</a>	<b>Topic: Decimals</b> Students represent and identify numbers to the thousandths place using area models, number lines, words, symbols, and expanded form number sentences. They make connections and translate among these representations. Students connect representations of fractions and decimals and use them to represent the same quantity. Students use their understanding of place value to compare and order decimals to the thousandths place. They extend their understanding of place value and operations to develop strategies to add, subtract, multiply, and divide decimals.	
March	<b>Topic: American Version of Mu Lan</b>  <b>Reading: MeiZhou Chinese Lesson 8: Story of Mu Lan</b>  <b>Writing: A Hero in My Life</b>  <b>Writing Assessment, score by ¾</b>  <b>Standards:</b> <a href="#">CCSS.ELA-Literacy.RI.5.5</a>	<b>Topic: Factors and Multiples</b> Students identify and categorize numbers as prime, composite, and square. They identify and find multiples and factors of a number. Students find the prime factorization of a number. They identify, describe, and represent number patterns. Students use order of operations to make calculations that involve exponents and the use of parentheses.	<b>3<sup>rd</sup> Trimester Topic</b>  <b>Science Topic: Life Science</b>  <b>Social Studies 3: History: Compare US Revolutionary War with the 2<sup>nd</sup> China-Japan War (1937–1945) between China (Republic of China) and Japan (the Empire of Japan) as a part of World War II.</b>
April	<b>Topic: A Story from Journey to the West</b>  <b>Reading: MeiZhou Chinese Lesson 10</b>  <b>Opinion Writing Assignment 4/18-4/22</b>	<b>Topic: Fraction Operations</b> Students solve problems that involve adding and subtracting fractions and mixed numbers using models. They develop and use strategies that include finding a common denominator. Students develop procedures for multiplying a fraction times	

2015-2016 5<sup>th</sup> Grade Curriculum Map

	<b>Writing Assessment 4/25-29</b>  <b>Standards:</b> <a href="#">CCSS.ELA-Literacy.RL.5.5</a> <a href="#">CCSS.ELA-Literacy.W.5.1.a</a>	a whole number. Student use patterns to multiply fractions. They use multiplication to bridge division of fractions.	
May	<b>Topic: Food Pyramid</b>  <b>Reading: MeiZhou Chinese Lesson 6</b>  <b>Writing: In Class Writing Assignment- Why “Whole Foods”?</b>  <b>School-wide Reading Comprehension 5/23-5/27</b>  <b>Standards:</b> <a href="#">CCSS.ELA-Literacy.RI.5.9</a> <a href="#">CCSS.ELA-Literacy.W.5.1.c</a>	<b>Topic: Equivalent Fractions Using Properties</b> Students use ratios and strategies for finding equivalent fractions to solve problems and make comparisons. Students convert recipes, determine the ratio between the circumference and diameter of a circle, and use ratios to compare the density of objects. They also use ratios to describe a population using a sample of the population.	
June	<b>Topic: End of School Year Fun</b>  <b>Reading:</b>  <b>Writing:</b>  <b>STAMP 6/1-6/10</b>  <b>Standards:</b> <a href="#">CCSS.ELA-Literacy.RL.5.10</a>	<b>Topic: Math Review and Games</b>	

**Yu Ming Charter School - English Department Curriculum and Approach to Instruction**

Yu Ming Charter School - English Department Curriculum and Approach to Instruction						
Required Subjects	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Phonics/ Word Study	Houghton Mifflin Phonics Teacher Created Centers		Houghton Mifflin Phonics + Words Their Way Teacher Created Centers	Words Their Way Teacher Created Centers		
Reading Comp.	Houghton Mifflin Reading + Nonfiction Supplements Guided Reading Read alouds		Shared Inquiry + Nonfiction Supplements *Unit skills based on Houghton M. Guided Reading	Shared Inquiry + Nonfiction Supplements Guided Reading		
Writing	Linda Hoyt Writers Workshop Program 6 traits of writing					
Social Studies (3-5)				Teacher Created Curriculum		
Additional Subjects						
Spelling Handwriting Cursive	teacher generated handwriting	handwriting without tears (optional HM)	teacher generated spelling lists Handwriting without tears		handwriting without tears cursive	
Assessments						
English Summatives: MAP/ SBAC	MAP: Administered 3 times a year (Once per trimester)			SBAC: Midyear Interim + End of year Summative *Previous year SBAC scores will be used as beginning of year baseline with 3rd grade using previous years MAP as exception		
Reading Progress: DRA	Administered during end of 1st and 3rd trimester *DRA will be administered once every trimester for all intervention students					



## Appendix II: Script Decision Process and Rationale

### School Goals for Mandarin Language Fluency

The School aims for all students, regardless of their incoming proficiency level, to achieve a high level of fluency in Mandarin Chinese, including listening, speaking, reading, and writing. By 8<sup>th</sup> grade our goal is for students to be at the Advanced level on the ACTFL Scale<sup>1</sup> and to be proficient or advanced on the Common Core State Standards (CCSS) across core subject content areas. This means that, in Mandarin, students can express themselves fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics, can converse about events, confidently handle situations with unexpected complications, and can share their points of view in discussions. They understand main ideas and supporting details on concrete topics from a variety of more complex texts that have a clear, organized structure. They can also communicate information and express themselves with detail and organization on both familiar and new concrete topics. We believe this level of language fluency and core subject proficiency will enable students, with to be on track for advanced Mandarin study in high school, and to eventually graduate from high school able to choose a college or career in a country in which Chinese is the dominant language, or in the U.S.

### Challenges with Our Original Approach

In accordance with the approach described in our original charter, we have been teaching traditional script only in K and 1st grade, and introducing simplified script in 2nd - along with pin yin, the phonetic system using the Latin alphabet to pronounce Mandarin characters. In addition, we aimed for students to choose which script they would primarily use and learn. In 2nd grade and up, we have been using a textbook that is in simplified but have continued to teach all core characters in both traditional and simplified, use supplementary materials in traditional and simplified, and provide homework to students in the script of their choosing.

Despite the fact that the vast majority of immersion schools in the United States use a single script approach,<sup>2</sup> we originally thought this approach was feasible because the two-script approach was used at the longest standing Mandarin immersion school in the United States, Chinese American International School (CAIS) in San Francisco (a private school).<sup>3</sup>

Over the first charter term, we identified significant challenges with this dual-script approach. Students were getting confused, using a mix of both scripts in their writing. The majority of our students do not have a Mandarin-literate adult in their household to help address any confusion, and therefore relied completely on in-school time for Mandarin exposure. Teachers (most of whom are more comfortable in one script or another) were spending significant planning time accommodating the two-script model (e.g. looking up characters in their less-proficient script, finding or translating texts to the other script, and sourcing curriculum materials). Our teachers (especially our beginning teachers) needed a basal curriculum that was Common Core aligned, rigorous, designed for an immersion setting (rather than Chinese-as-a-second-language), culturally relevant for a diverse American student population, vertically aligned K-8, and had

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<sup>1</sup> The American Council on the Teaching of Foreign Languages (ACTFL) has created Performance Descriptors to illustrate varying language performance levels that are the result of explicit instruction in an instructional setting. Yu Ming aims for all graduating 8<sup>th</sup> grade students to be considered Advanced on the ACTFL Scale, the 3<sup>rd</sup> of 4 levels (Novice, Intermediate, Advanced, Superior). The Advanced level is further subdivided into 3 levels: Advanced Low, Advanced Medium, and Advanced High. The School is also evaluating whether the Advanced Placement test in Chinese would be another suitable summative assessment.

<sup>2</sup> Children in Asia also learn in only one script – traditional for children in Taiwan, Hong Kong and Macau, simplified for mainland China, Singapore, and Malaysia. Adults who are literate in one script are able to learn the other through exposure and/or study.

<sup>3</sup> Beginning in the 2012-2013 school year, Chinese American International School changed from a dual-script approach to simplified script only.

embedded formative assessments. Having two scripts made it more challenging for us to source a suitable curriculum.

### **Process for Re-evaluating School's Approach to Scripts**

Because of these challenges, the Principal, in collaboration with the Mandarin Curriculum Director and the Board's Education Committee, launched a process to re-evaluate our approach to scripts, in parallel with reviewing potential basal curricula. Because of the school's previous experience with a change to the scripts approach<sup>4</sup>, the process was designed to include multiple opportunities for parent input and communication. The review process was led by the outgoing Principal and the Mandarin Curriculum Director, and communicated to the parents and staff in the spring of 2015 in a meeting and in the school newsletter. Steps included:

- Surveying the school's Mandarin Language Arts teachers;
- Inviting parent input via a Google doc;
- Asking 5five Bay Area Mandarin immersion schools about the rationale, pros and cons of their script model;
- Consulting with Mandarin language education experts across a range of programs;
- Conferring with the Education Committee;
- Reviewing relevant research and literature on the subject; and
- Discussing alternatives in individual conversations with teachers.

There is no conclusive research that definitively demonstrates educational benefits from teaching one script instead of the other with a diverse student population in an immersion environment.<sup>5</sup> Therefore, the Principal's final decision, made in June 2015 and ratified by the Board in September 2015 after further extensive community dialogue, included consideration of multiple criteria, including:

- potential impact on achieving our school goals;
- availability of qualified teachers;
- availability of curriculum materials and resources;
- suitability for a diverse U.S. audience;
- impact on teacher's planning time;
- access to high quality professional development for teachers;
- financial implications (including both material and translation costs);
- opportunities for collaboration with other schools; and
- the needs of our community.

### **Rationale for Single Simplified Script**

This difficult decision was made easier by the strong recommendation from the majority of the Mandarin teaching staff, including those who had a cultural connection to the traditional script. In our teachers'

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<sup>4</sup> The previous change to the scripts approach occurred the 2012-13 school year, the school's second year of operation. In January 2013, the principal decided to move up the introduction of simplified from 3<sup>rd</sup> grade to 2<sup>nd</sup> grade, when pin yin was introduced. Pin yin gives students access to more complex and subject-specific texts since they can "sound out" a word which they may then recognize from speaking and listening. Since the vast majority of texts using pin yin feature simplified characters, the school's second grade teachers recommended the change in order to provide students access to more curriculum resources to support the achievement of our rigorous learning goals. A group of families who were passionate about their children learning traditional characters were extremely vocal in their opposition.

<sup>5</sup> In the School's original charter, we stated that learning to read traditional first would make it easier for students to learn to read simplified later. A more comprehensive review of research since has demonstrated advantages and disadvantages of both scripts, and research on impacts of scripts among diverse populations within a U.S. immersion environment is too nascent.

professional judgment, our diverse students, who are not surrounded by exposure to Chinese text except in school and most of whom do not have a Mandarin-literate adult at home, would be more likely to attain our ambitious Mandarin language learning goals with a single script consistently from Kindergarten to 8<sup>th</sup> grade. Learning to read Chinese characters (in either script) takes significantly longer than learning to read in English,<sup>6</sup> and a single script throughout their time at Yu Ming increases the likelihood that our students will learn to read enough Mandarin characters that they will be ready to “read to learn” academic content and literature that matches their intellectual and development and interests as they get older. The higher demands for written communication under Common Core Standards make proficiency with high levels of writing even more important.

Teachers also felt that the simplified script would facilitate development and implementation of a rigorous, Common Core aligned Mandarin instructional program because of the greater number of textbooks, supplemental texts, readers, and educational tools in simplified, as well as the opportunity to collaborate and share lessons with other Mandarin immersion schools in the U.S., 84% of which use simplified. For school administration, a single simplified script model will enable the school to expand its pool of qualified teacher candidates from which to recruit candidates in a hiring process that has historically been challenging. It has been difficult to find teachers with native Mandarin fluency who have a California teaching credential and the ability to work in the United States, and teachers from mainland China (i.e. who prefer simplified) comprise a much higher proportion of our available candidate pool. The broader use of simplified worldwide (over 96% of the global Chinese speaking population and by over a seventh of the total world population) was also a consideration.

## Implementation

In this single and simplified script model, core textbook materials and classroom instruction in all subjects and at all grade levels will use the simplified script. Where characters have been simplified, only the simplified version will also be taught. Students will produce in-class and homework assignments using the simplified script, and formative writing assessments will evaluate students’ ability to read and write in simplified. Measurement of whether students attain the school’s long term goals will be based on summative assessments in simplified script.

In recognition of the importance of traditional script to students’ understanding of Chinese culture, history and literature, and the deep connection that some members of our school community have to this script, the School will endeavor to provide students with some exposure to traditional script, primarily in the later grades. The timing and strategies for this exposure are intended to enhance students’ depth of understanding of Chinese, not confuse them. The School is considering some of the following:

- Discussing the evolution of characters, from original pictographs and ideograms through a range of historical scripts to modern classifications, when introducing some characters;
- Providing some supplementary reading materials for pleasure reading in traditional script;
- Teaching calligraphy in art class using traditional characters;
- Teaching some classic poetry or literature if available only in traditional;
- Offering an after-school enrichment program (on a sliding scale) to teach traditional script; and/or
- Offering an elective on traditional script in the 7<sup>th</sup> or 8<sup>th</sup> grade.

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<sup>6</sup> Asia Society. Chinese Language Learning in the Early Grades: A Handbook of Resources and Best Practices for Mandarin Immersion. 2012. <http://asiasociety.org/files/chinese-earlylanguage.pdf>

The School is confident that, with a strong foundation of Mandarin literacy in the simplified script, our alumni will be able to readily learn the traditional script through exposure and study when they are older, if they choose to in later years.

## Bibliography

Below are examples of articles on this topic. This is not intended to be inclusive bibliography of all research and literature about scripts. Readers should be cautioned that many websites and online sources may have some cultural or historical bias towards one script or the other.

- ACTFL guidelines for Mandarin proficiency levels: <http://www.actfl.org/>
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- Liu, T.Y., & Hsiao, J. (2012). The perception of simplified and traditional Chinese Characters in the eye of simplified and traditional Chinese readers. *Journal of Vision*, 12(9), 533. (Note that the sample is native speaking Chinese university students from Hong Kong and China)
- The Mandarin Institute. <http://mandarininstitute.org>.
- Weise, E. (2014). *A Parent's Guide to Mandarin Immersion*. San Francisco, CA: Chenery Street Press.
- Xu, X. & Padilla, A.M. (2013). Using meaningful interpretation and chunking to enhance memory: The case of Chinese character learning. *Foreign Language Annals*, Vol. 46, Iss. 3, pp. 402–422 (an example of research supported strategies for learning Chinese characters, whether in traditional or simplified, that were tested with students learning Chinese in the Bay Area).
- Xu et al (2015). Learner Performance in Mandarin Immersion and High School World Language Programs: A Comparison. *Foreign Language Annals*, Vol. 48, Iss. 1, pp. 26–38. (the most recent peer reviewed study of a Bay Area Mandarin immersion elementary school)
- Full List of Mandarin Immersion Schools: <http://miparentscouncil.org/full-mandarin-immersion-school-list/>



## 2015-2016 Interim Assessment Calendar

<i>Unit or Assessment:</i>			
<b>Time Frame:</b>	<b>MLA</b>	<b>ELA</b>	<b>Notes:</b>
6 weeks (8/10-9/18)			
1 Week (9/21-9/25)	Reading Comprehension/ Running Record MLA Assessment: K-G5 Math Test		RC-Pre-made from textbook RR- Part of RC MLA unit test
2 Weeks (9/28-10/8)	MAP: Math Math Test	MAP: ELA	
6 weeks (9/28-11/6)		DRA	Cycle of Inquiry 10/30 DRA: K- Mia, G1-2- Jill/Jenny
1 Week (11/9-11/12)	Writing Assessment MLA Assessment K-G5 Math Test	Writing Assessment MAP K-2	Score by 11/13 Report Card: 11/13 PTC: 11/19, 11/20
½ Week (11/30-12/4)	Re-teach	Re-teach	Re-teach based on test results analysis
6 Weeks (11/30-1/15)			
1 Week (1/11-1/28)	Interim SBAC, G3-G5	Interim SBAC ELA DRA Intervention	SBAC: ELA, Math DRA Intervention
1 week (1/19-1/22)	#2 Reading Comprehension/ Running Record Assessment MLA Assessment- Unit test Math Test		RC from textbook, RR is included English- K-2, Chinese- K-5
6 weeks (1/25-3/4)			
1 Week (2/9-2/12)	Writing Assessment	Writing Assessment	Writing Assessment score by 2/26 COI: 2/26
1 week (3/7-3/11)	Math Test MLA Assessment- Unit test		Report Card: 3/11 PTC: 3/17, 3/18



1 week (3/21-3/25)	Re-Teach		Re-teach based on test results analysis
6 week (3/21-5/13)			
1 ½ Week (4/18-4/27)	MAP: K-2 MLA Assessment (4/22-4/27)		
1 Week (4/25-4/29)	Writing Assessment K-5	Writing Assessment K-5	Scored by 5/13
2 Weeks (4/18-4/29)	LiguaFolio		LiguaFolio Individual Assessment
2 ½ Weeks (5/2-5/18)	SBAC Math G3-G5 English Reading: DRA	SBAC: ELA G3-G5 DRA: K-2	SBAC: ELA, Math DRA: K-Mia, 1-2- Jill
1 Week (5/16-5/20)	Math Test MLA Assessment		
1 Week (5/23-5/27)	#3 Reading Comprehension/ Running Record Assessment	Running Record K-5	COI: 5/27
1 Week (5/20-5/27)	Re-teach		Re-teach based on test results analysis
2 Weeks (6/1-6/10)	STAMP- Chinese		STAMP Individual computer adaptive Test

# T2 Running Record

Name: \_\_\_\_\_ Date: \_\_\_\_\_ words

Text: 《毛虫和蝴蝶》

Page	E=errors S-C = self-correction	E	S-C
	毛毛是一條毛蟲，它移動著肥胖的身子，在花叢中找食物。		
	它看見一只蝴蝶飛過來，停在花枝上，就和它打招呼，說：“朋友，你好！”		
	蝴蝶看了它一眼，驕傲地說：“你長得這麼醜，誰要和你做朋友？”		
	毛毛不高興地說：“你在變成蝴蝶之前，還不是和我一樣。”		
	蝴蝶說：“我一生下來就是這麼漂亮，怎麼會和你一樣？”		
	蝴蝶說什麼也不相信，自己曾經是一條醜陋的毛蟲，便扭轉身子飛走了。		
	冬天到了，天氣越來越冷，許多動物開始冬眠。		
	毛毛吐出很多絲，做成一個像睡袋一樣的繭，它也變成一個蛹，躲在裡面睡覺。		
	當毛毛醒來時，春天已經到了，它變成一只蝴蝶，從繭裡爬出來。		
	它拍拍美麗的翅膀，在花叢中盡情地飛舞。		

## Comprehension:

Standards	Questions	Score			
MLA.Literacy. RL.2.3 CCSS.ELA-Literacy.RL.2.2 Describe how characters in a story respond to major events and challenges.	蝴蝶為甚麼不喜歡和毛蟲做朋友?  (Why the butterfly doesn't want to be friend with the caterpillar?)	1	2	3	4
MLA.Literacy. RL.2.7 CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	毛蟲在變成蝴蝶之前，要做些什麼?  (What have the caterpillar done before it become a butterfly?)	1	2	3	4

## Rubric:

1. Below Grade Level: misunderstand text or questions.
2. Approaching Grade Level: Partial understanding or show full understanding with teacher's assistance.
3. On Grade Level: Understand information from the texts.
4. Beyond/Strong Grade Level

# 3<sup>rd</sup> Grade Mandarin Test (1<sup>st</sup> Trimester)

Name: \_\_\_\_\_

Date : \_\_\_\_\_

Listening (Part 1) : \_\_\_\_/10

Speaking (Part 2) : \_\_\_\_/20

Reading (Part 3,4,5) : \_\_\_\_/35

Writing (Part 7,8) : \_\_\_\_/35

Total: \_\_\_\_/100

# 第一部分：听力

\_\_\_\_\_分

认真听老师阅读，选出正确答案（每题一分，共十分）

## 小明的一天

1. 早上，小明的爸爸和妈妈去做什么？  
a. 上学                      b. 医院                      c. 上班
2. 小明和弟弟早餐吃了什么？  
a. 面包                      b. 水果                      c. 牛奶
3. 谁带小明和弟弟上学？  
a. 爷爷                      b. 妈妈                      c. 爸爸
4. 做完功课后，小明和弟弟会做什么？  
a. 看书、去朋友家玩      b. 打球、画画              c. 打球、去朋友家玩
5. 吃了晚饭，小明的爸爸会做什么？  
a. 看电视                      b. 看报纸                      c. 工作

## 小猴子采果子

1. 为什么小猴子很快就学会了爬树？  
a. 它喜欢爬树              b. 它学得很用心              c. 它很会爬树
2. 妈妈生病了，小猴子觉得怎么样？  
a. 伤心                      b. 担心                      c. 着急
3. 妈妈生病了，小猴子自己去做了什么事？  
a. 采果子                      b. 买果子                      c. 买药
4. 朋友送什么给小猴子？  
a. 香蕉                      b. 葡萄                      c. 西瓜
5. 猴妈妈让小猴子以后要做什么？  
a. 谢谢朋友                      b. 分果子给朋友              c. 故事没有说明

## 第二部分：会话

\_\_\_\_\_分

老师问问题，学生回答（每题四分，共二十分）

	不回答／答 错（零分）	部份对 （两分）	流利回答 （四分）
1.你最喜欢的食物是什么？为什么？			
2.你最喜欢的科目是什么？为什么？			
3.放学后你都做些什么呢？			
4.如果你的同学家失火了，你要怎么帮助他呢？			
5.如果你有零用钱，你会怎么使用它呢？			

备注：\_\_\_\_\_

## 第三部分：认字

\_\_\_\_\_分

学生阅读词语（每题一分，共十五分）

商店		消息		告诉		烧光	
怎么		帮助		主意		不要慌	
买		火灾		赶快		希望	
场		条		受伤			

## 第四部分：认读

\_\_\_\_\_分

阅读以下句子，圈出正确的答案（一题一分，共十分）

1. 一（条，件）裙子
2. 妈妈叫我今天早点（会，回）家。
3. 妹妹想要去公（园，圆）玩。
4. 你说（的，得）对，他家是失火了。
5. 我有（两，二）个弟弟。
6. 我喜欢（哪，那）一本书。
7. 天气很热，我口（渴，喝）了。
8. 小明请我（到，道）他家去玩。
9. 老师说做错了要（再，在）做一次。
10. 我会写很多的中文（子，字）。

## 第五部分：拼音

\_\_\_\_\_分

请写出以下生字的拼音（每字一分，共十分）

1. 回家 \_\_\_\_\_
2. 房子 \_\_\_\_\_
3. 火灾 \_\_\_\_\_
4. 消息 \_\_\_\_\_
5. 商店 \_\_\_\_\_

## 第六部分：造句

\_\_\_\_\_分

请用以下词语造句。（每题三分，共十五分）

1. ……只要……，就……

---

---

2. ……又……又……

---

---

3. ……不但……，而且……

---

---

4. 刚才

---

---

5. ……先……再……

---

---

## 第七部分：阅读填空 \_\_\_\_\_分

学生阅读以下句子，填写适当生字（每格一分，共二十分）

1. \_\_\_\_\_(zuó)天妈妈给我买了一\_\_\_\_\_(jiàn)新衬衫。
2. 别\_\_\_\_\_(dān)心。等一下电\_\_\_\_\_(shì)新闻可能会报导这\_\_\_\_\_(chǎng)火灾。
3. 真不\_\_\_\_\_(xìng)，我们要怎么\_\_\_\_\_(bāng)\_\_\_\_\_(zhù)他们呢？
4. 这\_\_\_\_\_(tiáo)裙子真漂亮，而且\_\_\_\_\_(jià)钱也不贵。
5. 这本书很不\_\_\_\_\_(cuò)。
6. 真\_\_\_\_\_(xī)\_\_\_\_\_(wàng)没有人\_\_\_\_\_(shòu)\_\_\_\_\_(shāng)。
7. 我们要\_\_\_\_\_(mǎi)一\_\_\_\_\_(tào)男孩的衣\_\_\_\_\_(fu)。
8. 这是您的\_\_\_\_\_(líng)钱，五元六角五分。谢谢您！  
欢迎\_\_\_\_\_(zài)来。

## 第一部分：听力

### 小明的一天

小明家里有六个人：爷爷、奶奶、爸爸、妈妈、弟弟和小明。

早上，爸爸和妈妈去上班。小明和弟弟吃了面包，爷爷带他们去上学。

下午放学回家后，小明和弟弟吃了奶奶做的饭，就做功课。功课做完了，他们有时去打球，有时去朋友家玩。

晚上，小明一家人高高兴兴地一起吃饭。吃了晚饭，他们看电视。不过，小明的爸爸不看电视，他看报纸。

## 小猴子采果子

小猴子长大了，猴妈妈教它爬树。它很用心地学，学得又快又好，猴妈妈看了很开心。

一天，猴妈妈病了，小猴子很担心。它决定自己去采果子。中午，小猴子回来了，它给妈妈带来了西瓜和香蕉。猴妈妈说：“你真有本事，采了这么多果子。”小猴子笑嘻嘻地说：“香蕉是我自己采的，西瓜是朋友送的。它说您生病了，就把西瓜分给我一个，叫我带回来给您。”

猴妈妈高兴地说：“你的朋友真好！下次你采到果子，也要分一些给它。”

### 第三部分：认字

商店	消息	告诉	烧光
怎么	帮助	主意	不要慌
买	火灾	赶快	希望
场	条	受伤	

## 第七部分：阅读填空答案

1. 昨 (zuó) 天妈妈给我买了一件 (jiàn) 新衬衫。
2. 别 担 (dān) 心。等一下电 视 (shì) 新闻可能会报导这 (chǎng) 火灾。
3. 真不 幸 (xìng), 我们要怎么 帮 (bāng) 助 (zhù) 他们呢?
4. 这 条 (tiáo) 裙子真漂亮, 而且 价 (jià) 钱也不贵。
5. 这本书很不 错 (cuò)。
6. 真 希 (xī) 望 (wàng) 没有人 受 (shòu) 伤 (shāng)。
7. 我们要 买 (mǎi) 一 套 (tào) 男孩的衣 服 (fu)。
8. 这是您的 零 (líng) 钱, 五元六角五分。谢谢您! 欢迎 再 (zài) 来。



# **Yu Ming Charter School**

## **Student - Family Handbook**

### **2015-2016**

1086 Alcatraz Avenue Oakland, CA 94608  
510-452-2063  
[www.yumingschool.org](http://www.yumingschool.org)

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## Introduction

### Background on Yu Ming Charter School

Yu Ming Charter School ("the School") is a two-way dual immersion Mandarin school. Started initially by five families, this tuition-free public charter school was authorized by the Alameda County Board of Education on November 9, 2010, and has been growing through the dedication and hard work of its staff, Board of Directors and many volunteers.

### Location

As of 2015-2016, Yu Ming Charter School is located in Oakland, CA on two neighboring campuses: 1086 Alcatraz Ave. and 6232 Herzog St. (one and a half blocks away). The Alcatraz site is leased from St. Columba Church, and the Herzog site is leased from Oakland Unified School District (OUSD).

#### 2015-16 Grade Locations

- Alcatraz campus: Kindergarten through 2<sup>nd</sup> grade and 5<sup>th</sup> grade
- Herzog campus: 3<sup>rd</sup> and 4<sup>th</sup> grade

The primary business office is at 1086 Alcatraz Ave, Oakland, CA 94608.

### Mission Statement

Yu Ming Charter School provides a challenging and comprehensive learning environment to kindergarten through 8<sup>th</sup> grade students that prepares them to be engaged global citizens. The school mission is:

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

### Core Values

Our core values help us achieve our mission within and outside of our curriculum, and guide our school, teaching and student life at Yu Ming Charter School.

德 Ethical: Has a strong moral character

勤 Persevering: Perseveres diligently and continues to strive even when faced with challenges

仁 Compassionate: Considers others' viewpoints in an open-minded way, appreciates cultural differences, and works well with others

智 Wise: Is intellectually curious and able to think critically and solve problems in a creative way

### What is a charter school?

Charter schools are independent public schools which have some operational flexibility in exchange for more accountability. The "charter" is the five-year contract that establishes the school under the oversight of a district, county, or the state. The school is established as an independent organization from the charter authorizer, with governance established by its Articles of Incorporation and by-laws. All charter schools are tuition-free, open to all students, and non-sectarian. Like all public schools, charters receive state funding for each child enrolled in the school. Many also seek grants and donations to augment their programs. In 1992, California became the second state in the country to enact charter school legislation.

## **Governance**

Yu Ming Charter School is a not-for-profit 501(c)3 organization incorporated in the State of California and recognized by the Internal Revenue Service.

### **Role of the Board of Directors**

The Board of Directors provides overall governance for the School, including the overall direction and goals of the School and setting significant policies that provide guidance to management. Day-to-day management towards achieving the goals set by the board is the responsibility of the principal. Where possible the Board focuses on establishing what ultimate outcomes will be achieved by the School, while the principal, staff and/or committees focus on how to achieve those outcomes.

The Yu Ming board is a volunteer board and includes experts in school management, language education, finance, fundraising, technology, operations, governance and other relevant areas. The bylaws also include 2 seats for parent-elected members.

Regular Board meetings occur monthly during the school year to discuss policy and other matters relevant to the School. These meetings are open to the public and held in accordance with Brown Act open meeting regulations. The agenda is developed by the Board Chair in concert with the Principal, and is posted on the Yu Ming web site and outside of school three days in advance. Parents may submit agenda items for discussion by notifying the Principal.

For relevant documents, meeting materials and, please see the Governance section of the Yu Ming website <http://www.yumingschool.org/who-we-are/charter-petition/>.

## Partnership between Families and Yu Ming Charter School

Creating a strong school community with engaged parents and guardians can make the difference between a good school and a great school. For an immersion school with a diverse set of families, a strong community is even more important. We hope to build supportive and effective relationships in service of our children's academic, social, and emotional development.

### Parent-Student-School Contract

To ensure a shared understanding of each party's commitment to this partnership, all Yu Ming families will sign a 3-Way Parent-Student-School Contract during the registration process and at the beginning of 3<sup>rd</sup> and 6<sup>th</sup> grade. The Contract will be used to guide decisions and priorities for the School, parents and students over the course of the school year. For a copy of the Parent-Student-School Contract, please check at the school office or on the Yu Ming website <http://www.yumingschool.org/for-parents/>

### Yu Ming Family Support Organization

The Family Support Organization (FSO) is the parent organization for Yu Ming and supports the school to achieve its mission and vision and to build a stronger community. The FSO supports the school in engaging families in ways that build community, leverage the skills of our talented parents, and better meets the needs of our diverse community.

The FSO is made up of committees identified by the Principal that offer parents a broad set of opportunities to support our school. Each FSO committee:

- Is open to all parents
- Meets as needed depending on the nature of their work
- Determines its own organizational structure (leadership roles, sub-committees, etc.)
- Works in concert with their designated staff liaison
- Names a representative to the monthly FSO council meetings (can be rotating)

Each month, the Principal holds an FSO Council meeting comprised of a representative from each FSO committee. The goal of the FSO council meetings is to keep a collective pulse on parent activities, and to collaborate on decisions that affect the whole community.

At the beginning of each school year, FSO committees, leaders and representatives to the FSO council are determined. We welcome all parents to get involved in these committees. If you are interested in joining a committee, please attend the FSO meeting at the beginning of the school year or email [fso@yumingschool.org](mailto:fso@yumingschool.org) to learn how to participate.

### 2015-16 FSO Committees and Initial Points of Contact:

Committee	Purpose	Responsibilities	Staff Liaison	Initial Contact
Fundraising	Fulfill fundraising goals set by the principal and board of directors, which contribute to the school's general fund.	Gala, Read-A-Thon, Annual Giving, Grants, A's Game	Xinyi Xu	Karen Geiger
Parent Education	Provide opportunities for the community to share ideas and learn from outside experts on relevant topics	Parent Learning Events, Curriculum Nights	Jill Yee	Lynna Tsou
Community Inclusion	Integrate equity, inclusion, and community-building efforts throughout the school.	Community Building Efforts, Celebrations, Community Forums,	Jamila Dugan	Mimi Ho, Pam Conney

		Yearbook		
Community Outreach	Strive for a diverse student body and meaningful ties with the community that surrounds Yu Ming.	Enrollment Outreach, New Family Orientation and Welcoming	Mia Perez, Jenny Suen	Lily Wang
School Events	Strengthen our school culture and deepen bonds through shared events and experiences.	Night Market, Social Events, Talent Show	Diana Kong	Kelly Scribner
Facilities Improvement	Bring beauty and cleanliness to our students' physical space and maintain safety in facilities.	Spruce Up Projects, Clean-Up Days, Garden	Wendy Larson	Mike Scribner
In-School Volunteers	Support ongoing needs of the school's daily operations, and act as a communications hub for other committees' volunteer needs.	Lunch and Recess Volunteers, Enrollment Tours	Mica Tucci	<u>Kriss Kokoefer</u>
Technology	Support the technical infrastructure needed for smooth operations at the school.	Website, Parent Portal, IT Support	Alice Kuang	David Tjen
Communications	Create a robust channel of communication between the school, families, and the larger community.	Newsletter, Website Content, Media Inquiries	Sue Park	Lucia Hwang
Room Parents	Serve as a communication link between families and their classroom teachers, and support class-specific volunteering. Fuel our staff through acts of appreciation.	Teacher Support, Classroom Recruiting, Field Trip Support, Staff Appreciation	Lisa Jordan	Andrea Plastas

*Note: While the Family Support Organization has been established to encourage parent involvement in the School, it does not replace opportunities for parents to discuss concerns or interests directly with the teachers, administration, Principal or Board of Directors.*

## Volunteers & Visitors

Yu Ming starts with you! Parent and volunteer involvement in any school can make the difference between a good school and a great school. At Yu Ming, there are many ways that family and community members can participate and contribute, regardless of availability, skills or interests.

### Visitors and Guests

All visitors, volunteers, and contracted workers at the school during the school day are required to check in at the front office and wear a name badge for the entire duration of their visit. For our students' safety, even regular and frequent volunteers and visitors to the school are expected to abide by this policy.

### Volunteer Responsibilities

Yu Ming encourages each family to volunteer in any way possible for a minimum of 30 hours per school year. Having a strong and engaged volunteer parent community is vital to Yu Ming's success. We hope that all our families will be able to bring their talents and enthusiasm to the school. Volunteer hours are tracked through an online system managed by our volunteer coordinator.

We ask all parents/guardians to complete a volunteer form upon enrollment or at the beginning of year FSO meeting to identify your interests and availability and match them with opportunities to make volunteering at Yu Ming a fun and rewarding experience.

### Volunteer Opportunities

The types of volunteer needs we have throughout the year are posted on the Yu Ming website in the Volunteer section. During the year, parents can learn about specific volunteer opportunities via the weekly newsletter, through FSO meetings and committees, via room parent newsletters and emails from the volunteer coordinator. Questions about volunteering should be directed to [volunteercoordinator@yumingschool.org](mailto:volunteercoordinator@yumingschool.org).

### Parent Fundraising at Yu Ming

Parent fundraising is essential to Yu Ming's success. Yu Ming's annual calendar of fundraising events and activities provide a range of opportunities and ways for families to participate, such as securing or bidding on auction items at the Gala, getting your child to participate in the Read-a-thon, contributing individual donations and volunteering time at fundraising events.

The FSO Fundraising committee works closely with the Directors' Principal and the Board of Directors' Fund Development Chair (an appointed position on the Board) to raise funds towards Yu Ming overall annual goal and fundraising priorities. The annual fundraising target for Yu Ming is established by Board of Directors with input from the Principal during the budget development process. The FSO Fundraising Committee is responsible for Yu Ming's primary fundraising events throughout the year (including the Annual Gala, Read-A-Thon, Annual Giving campaign and A's Game) as well as grant writing.

### Volunteer Requirements

**TB Test** – For the health of our students, every volunteer who will be in contact with students must present proof of a negative TB (tuberculosis) skin test dated within the last four years to the Volunteer Coordinator. You can get this test done by your general practitioner or go to the website for the Alameda County Public Health Department ([www.acphd.org](http://www.acphd.org)) for a list of clinics.

**Volunteer Training** – Each volunteer who will work directly with Yu Ming students must attend a one-hour orientation at the school, which will be offered during the first few weeks of school, and periodically during the school year as needed.

## Background Checks

Contractors and volunteers who may be outside of the direct supervision of a credentialed employee (e.g. drivers on field trips; camping trips; 1:1 tutors) are required by law to be fingerprinted for a criminal background check. The Principal and Office Manager shall monitor compliance with this policy.

## Volunteer Drivers

- The parent or adult driver must have a current “Driver’s Liability Insurance Statement” on file in the school office. Volunteer drivers are **not** covered by the School’s insurance liability policy.
- The policy must be current and must include the following minimum coverage: \$100,000 per person, \$300,000 per occurrence, \$50,000 property damage (100/300/50).
- The number of passengers in the vehicle must not exceed the number of seat belts. Cars with passenger side air bags cannot have a student occupying that space.
- Children weighing less than 40 pounds, under 8 years of age, or less than 4 feet 9 inches tall must ride in a car seat with a seat belt and in the back seat of the vehicle (as per DMV safety laws <http://www.dmv.org/ca-california/safety-laws.php>)
- Drivers who have been convicted of a misdemeanor or felony drunk driving will not be authorized to drive students.
- Drivers cited with more than one moving violation within the past year will not be authorized to drive students.
- The driver must have a valid California Driver’s License.
- Vehicles for transporting children must be in a safe and operable condition. The driver agrees to follow all rules of the road, including not using a cell phone while driving and obeying all applicable traffic laws.
- The sponsoring program will pay bridge tolls and admissions. No mileage will be paid to parents.
- Volunteer drivers must receive tuberculosis clearance prior to being permitted to transport any students.
- Volunteer drivers must submit to Department of Justice fingerprint and/or Live Scan background check prior to being permitted to transport any students.
- Volunteer drivers agree to waive all claims against the School for injury, accident, illness, or death occurring during or by reason of the trip on which they are driving.

When a school employee uses a personal auto for the approved transporting of students, the above rules of safety for the occupants also apply. Each occupant must have an operable seat belt.

## Attendance Policies

Yu Ming Charter School wants all students to fulfill their potential. Students will do this best if they attend school every day. Absences also reduce the school's funding from the state. Please make every effort to ensure that your child is at school every day for the full day.

To help families plan ahead, the school's annual calendar and daily schedule are distributed to families at the start of every school year, and are also available on the school website. This policy will be applied fairly and consistently among all students.

## Arrival and Dismissal

**Arrival:** The school day begins promptly at 8:15 am. Students may be dropped off at the school between 8:00 am and 8:15 am. Parents may also sign up for fee-based before-school care to drop off students as early as 7:00 am. Students who are not in the classroom by 8:15 am are considered tardy and are required to sign in at the school office to get a tardy slip, to be given to the classroom teacher.

**Dismissal:** School is dismissed at 3:00 pm for students in grades K-2 and 3:10pm for students in grades 3-5.

## Summary of details for After School Program, Enrichment Program, and Homework Clubs

Program	Pickup window time	Pickup location	Contact for general info	Contact during activity (urgent matters)
ASP (including Enrichment students enrolled in ASP)	3:00-6:00pm (M-F) 1:00-3:00pm (Fri gap care)	Alcatraz front door	Mica Tucci, ASP Director (afterschool@yumingschool.org), or Alexandra Thrasher, YMCA ASP Site Coordinator (athrasher@ymca-cba.org)	Alexandra Thrasher (YMCA ASP Site Coordinator)
Enrichment (non-ASP)	Sarah's Science (Mon), Oakland Youth Chorus (Wed), RobotED (Thurs): 4:20-4:30pm; Spanish (Tues/Th): 4:10-4:20pm; Abacus (Fri): 2:00-2:10pm; Chess (Fri): 2:30-2:40pm	Alcatraz blacktop side gate	Mica Tucci, ASP Director (afterschool@yumingschool.org)	Enrichment instructor (contact info given by Enrichment provider)
Mandarin Homework Club	3:30-3:35pm (Wed/Thurs)	Herzog courtyard (Gr 3-4); Alcatraz front door (Gr 1, 2, 5)	Diana Kong (dkong@yumingschool.org)	Herzog office (510-922-8631) or Alcatraz office (510-452-2063)
English Homework Club	3:30-3:35pm (Thurs)	Alcatraz front door (all grades)	Diana Kong (dkong@yumingschool.org)	Alcatraz office (510-452-2063)

**\*Late fee policy:** Any child not picked up within the given window of time will automatically be entered as a "drop-in" to the after school program, and an emergency drop-in fee of \$20 per child will apply.

## Homework Club Pick-Up

Students signed up for Homework Club will be escorted to the appropriate room at dismissal, and must be picked up at 3:30pm from the campus where their HW Club takes place:

- Mandarin, Grades 1-2, 5, Wednesdays and Thursdays: Alcatraz front door. Teachers will bring all students to front hallway at 3:30.
- Mandarin, Grades 3-4, Herzog. Students will be released into the courtyard at 3:30.
- English, all grades, 1-5: Thursdays: Alcatraz front door. Teachers will bring all students to front hallway at 3:30.

Herzog campus will be open from 3:10-3:30pm for all parents of Homework Club students waiting to pick up. Parents may enter through the front door of Herzog and wait in the courtyard or cafeteria until 3:30pm. Please be mindful to exit the campus promptly after pick-up, as teachers and administrators may have other duties and obligations after that time.

### **After-School Program & Enrichment Club Pick-Up**

Students registered for the after-school program must be picked up by 6:00 pm from the school's main entrance on Alcatraz Ave.

Students registered for an enrichment programs and not in the After School Program should be picked up at the side gate off the Alcatraz blacktop. Please sign out your children with the enrichment instructor either at the gate or at the enrichment classroom, as directed by the gate monitor.

Students in both enrichment and ASP should be picked up at the front door on Alcatraz Ave.

Please refrain from picking up your child before the enrichment class release time unless for an urgent matter as early pickups tend to disrupt class and provide logistical challenges for staff.

If you need to pick up early for urgent reasons and your child is in ASP, ASP staff will admit you through the front door. If your child is not in ASP, please contact the enrichment provider directly using the contact info they give you. The provider will then admit you through the side gate.

### **Friday Early Dismissal: Teacher Professional Learning Days**

Every Friday throughout the school year is a teacher professional learning day. On these days, school is dismissed at 1:00 pm, and students must be picked up between 1:00 and 1:15pm. The afterschool program starts at 1:00 pm and runs until 6 pm.

### **Early Pick-up**

In order to pick up a child prior to the normal dismissal time, the parent/guardian must provide the relevant information (student name, grade, time of pick-up, and reason) in writing to the office before school starts on that day. At the pick-up time, the parent/guardian must check-in at the school office to sign out the student, where the student will be waiting for pick-up.

### **Authorized Pick-up**

Students are only released to adults listed by the parent(s)/guardian(s) on the Authorized Pick-Up Form or added to the list by emailing (either Wendy or Mica plus the classroom teacher).

### **Late Pick-Up Fees & Emergency After-School Program Drop-Ins**

Please be mindful that the Yu Ming school day ends promptly at 3:00 pm (grades K-2) and 3:10 pm (grades 3-5). Unless your child is enrolled in the after school program, an enrichment class, or homework club, you must pick up your child on time. Any child not picked up within the given window of time will automatically be entered as a "drop-in" to the after school program, and an emergency drop-in fee of \$20 per child will apply. The emergency drop-in fee will be charged after the following windows of time:

- Regular dismissal – 3:20pm
- Homework Club – 3:35pm
- Enrichment – 10 minutes after enrichment class dismissal

ASP Late Pick-up Fees: The late pick-up fee will be \$5 for the first 10 minutes after 6pm, and \$2 per minute after 6:10 pm. Late-arriving parents may choose to pay at the time of pickup or have the school bill them.

## Excused Absence

If your student will be late or away from school for any reason, please email [attendance@yumingschool.org](mailto:attendance@yumingschool.org) and your child's teachers as soon as possible.

For absences due to any of the reasons listed below, the absence must be documented in writing by the parent or guardian within 5 days of the absence.

- Illness (A doctor's note may be required by the school)
- Due to quarantine under the direction of a county or city health officer
- Family emergency, illness or death
- Doctor/dentist appointments that cannot be scheduled after school hours
- Observance of a religious holiday. "Excused Absence" for religious observance will be granted for no more than five (5) days total per school year.
- To attend the funeral services of a member of his or her immediate family (no more than one day if the service is in California and no more than three days if the service is conducted outside California)
- Court appearance or other legal proceedings beyond the control of the family;

## Extended Absences during the School Year

Because of the unique learning requirements of our dual-language immersion program, Yu Ming requests that families plan vacations only on the vacation days listed on the school calendar, as any extended absence from school may impede a student's language acquisition. In special circumstances (such as a hospital stay), the school may be able to provide an Independent Study packet for the student to complete during his/her absence, to help the students stay current with lessons, as per the school's Independent Study handbook. The parent/guardian may request to participate in an Independent Study. A written Independent Study Master Agreement must be completed with every pupil who will be participating in Independent Study offered by Yu Ming and approved by the Director of Mandarin Curriculum and Instruction. This agreement must be signed as part of a student and parent conference with the certificated employee who will administer the Independent Study.

## Truancy

A student is considered truant when a student is: (1) absent from school without a valid excuse three full days in one school year or (2) tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or (3) any combination thereof.

The parent/guardian of a student classified as truant shall be notified by certified letter containing the following information and requesting a conference be held with the parent, student, teacher, and principal in attendance:

- The student is truant
- The parent/guardian is obligated to compel the student to attend school
- The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution.
- The availability of alternative educational programs in the local district
- The right of the parent/guardian to meet with appropriate school personnel to discuss the solution to the student's truancy
- A conference is requested with the parent/guardian and student.

For more details of the California State Law regarding school attendance and truancy go to [www.cde.ca.gov/ls/ai/](http://www.cde.ca.gov/ls/ai/)

## Local School Attendance Review Board (SARB) Process

If a requested attendance conference is not attended by the parent/guardian and/or the student continues to be truant after seven (7) truancy events, the student may be referred to the local SARB. The SARB will consist

of the Principal, a teacher, and a member of the FSO Council. A letter will be sent to the parent/guardian notifying the parent/ guardian that the matter is now being referred to the SARB for a hearing. The parents have 10 days in which to respond or the matter will be turned over to the District Attorney's office.

The SARB will hold a hearing with the parent/guardian and truant student to resolve attendance and truancy problems. At that time if the student continues to be truant and does not follow the SARB's directive, the matter will be referred to the District Attorney for prosecution and other appropriate action may be taken by the school. A registered/certified letter must be sent to the parent/ guardian informing them of this action.

### **Weekend "Makeup" School Days**

The School may elect to offer opportunities for students to make up for missed school days by attending specially scheduled weekend "makeup" school. The weekend makeup school will conform to the minimum day requirement for each grade level, and will be staffed by at least one certified teacher.

## General Policies

### Birthdays

Birthdays are exciting events for students, and can be excellent opportunities for building a sense of community in the classroom. Family members who wish to spend time in the classroom during a child's birthday should notify the classroom teacher and school office in advance. If a student wishes to celebrate a birthday with his/her classmates, the student bring a small, non-food gift (such as stickers, pencils or erasers) for each child in his/her class. No sugary treats are permitted. See suggestions in Health and Wellness section of the Parent Portal.

If a student wishes to bring a healthy birthday snack, a parent or guardian must notify the classroom teacher at least 3 days in advance, bring enough for each child in the class, and provide items that are ready to serve and do not require extensive clean-up (so teachers do not have to spend time preparing to serve the snack or cleaning up crumbs and spills). Family members who wish to spend time in the classroom during a child's birthday should notify the classroom teacher and school office in advance.

Invitations to birthday parties being held outside of school should be distributed during non-school hours via mail, email or phone, not by distributing paper invitations at school.

### Cumulative File

State law requires that certain information be maintained by the school. As required, the Cumulative File is a student's academic record from Kindergarten through high school. For additional information, see Records.

### Directory Information

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. The School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Weight and height of members of athletic teams
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

Parents are asked to notify the office in writing as soon as any change of contact information occurs, including cell phone, work phone, home phone, email address and mailing address. This will ensure that all communication will be received without delay or interruption.

Families may opt to be included in class rosters to enable communication with other families; however Yu Ming Charter School will not publish and distribute family contact information without the family's permission.

On a limited basis, the school may allow access to family contact information to leaders of FSO committees and room parents as needed to support the activities and goals agreed with the school.

### **Authorization to Pick-Up and Emergency Contact Information Form**

Every student must have complete and up-to-date Authorization to Pick-Up and Emergency Contact Information, properly signed and on file in the school Office. STUDENTS MAY ONLY LEAVE CAMPUS WITH AN ADULT WHOSE NAME IS LISTED ON THE AUTHORIZED PICK-UP AND EMERGENCY CONTACT FORM.

### **Electronic Devices**

Use by students of cell phones, music players, hand-held electronic games, tablet computers, and other electronic devices is prohibited during the school day unless they are distributed by the teacher as part of a planned lesson. If a student must bring any of these items for use during after-school hours, the item must be kept in the student's backpack and turned completely off during the school day. Any electronic device in use during school hours will be confiscated and returned only to a parent/guardian at the end of the school day.

### **Photographs and Videos of Students**

Yu Ming staff, volunteers, or media may take photos, audio recording or videos for school publications, displays, the website, news stories, or other such purposes. Students may appear in photographs, audio recording or video recording that may appear in print, online, radio or television. If you object to having your student recorded or photographed, please provide a letter notifying the school office of your request.

### **Toys at School**

Except for pre-approved items brought for a school lesson (e.g. Show and Tell time), toys (such as dolls, stuffed animals, vehicles, playing cards, action figurines, etc.) may not be brought to school for use during the school day. If a student must bring any of these items for use during after-school hours, the item must be kept in the student's backpack during the school day. Any toys being played with during school hours will be confiscated and returned only to a parent/guardian. During the first month of school, kindergarteners are granted an exception to this policy for the purpose having a "comfort object" that may help with separation anxiety.

### **Records**

State law requires that certain information be maintained by the school district. As required, the Cumulative File is the student's academic record from Kindergarten through high school.

#### *Inspection of Records*

Parents, legal guardians, or adult students have a right to review their own or child's pupil records within five (5) business days of the School's receipt of their request. Pupil records are available for review during regular school hours. Written requests for access should be directed to the Principal, and will be granted within five days from the date of the request. In the case of separated or divorced parents, both parents shall have equal access to school records, unless there is a current restraining, custody, or other court order specifically preventing record access. (A restraining order preventing access to the pupil does not prevent access to records.)

#### *Maintenance of Records*

A log is maintained for each student's record which lists all persons or organizations requesting or receiving information from that record. Requests to access the log should be directed to the school Principal.

#### *Release and/or Duplication of Records*

The School may permit access to pupil records by a specific person if the parent has filed written authorization specifying the records to be released and identifying the person to whom the records may be released. The recipient must be notified that further transmission of records is prohibited. The consent notice shall be

permanently kept with the pupil's record file. Records will be duplicated for a fair cost as determined by the school site (equal to the cost of the copies and labor).

Additionally, the Family Educational Rights and Privacy Act (FERPA) affords parents the right to provide written consent before the School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School board. A School official also may include a volunteer or contractor outside of the School who performs an institutional service of function for which the School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another School official in performing his or her tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

#### *Disclosure of PII Without Consent*

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the School to record the disclosure. The School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student —

1. To other School officials, including teachers, within the educational agency or institution whom the School has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).

5. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
6. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
7. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).
8. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).
9. Information the School has designated as “directory information” under §99.37. (§99.31(a)(11)). See previous “Directory Information” section in the Handbook for information the School considers “directory information.”

### *Amendment of Records*

Parents have the right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

To challenge a pupil record, a parent must file a written request with the Principal to correct or remove any information recorded in the written records concerning his or her child.

Within 30 days of receipt of a written request from a parent, the Principal or the Principal’s designee must meet with the parent or eligible student and the certificated employee who recorded the information in question, if any. The Principal must then sustain or deny the parent or eligible student’s request and provide a written statement of the decision to the parent or eligible student.

If the Principal sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Principal or Principal’s designee must then inform the parent or eligible student of the amendment in writing. However, the Principal shall not order a pupil’s grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

If the Principal denies any or all of the allegations and refuses to order the correction or the removal of the information, the Principal must inform the parent or eligible student of their right to a hearing under FERPA.

The parent or eligible student may, within 30 days of the refusal, appeal the decision in writing to the Board of Directors. Within 30 days of receipt of a written appeal from a parent, the Board of Directors will hold a formal hearing, in closed session, with the parent, eligible student and the certificated employee who recorded the information in question, if any, and determine whether or not to sustain or deny the allegations. The Board of Directors will give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing. The Board of Directors will give the parent or eligible student a full and fair opportunity to present evidence relevant to the requested amendment of pupil records. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney.

The Board of Directors will inform the parent or eligible student of its decision in writing within a reasonable period of time. The Board of Directors’ decision will be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision. If the Board of Directors sustains any or all of the allegations, it must order the correction or the removal and destruction of the information. However, the Board of Directors shall not order a pupil’s grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing or both

the reasons for which the grade was given and is, to the extent practicable included in all discussions relating to the changing of the grade.

The decision of the Board of Directors shall be final.

The Principal or the Board Chairman may convene a hearing panel to assist in making determinations regarding pupil record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- 1) The Principal of a public school other than the public school at which the record is on file
- 2) A certificated employee
- 3) A parent appointed by the Principal or by the Board of Directors, depending upon who convenes the panel.

If the final decision of the Board of Directors is unfavorable to the parent, or if the parent accepts an unfavorable decision by the Principal, the parent or eligible student shall be informed of their right to submit a written statement of objections to the pupil record information. This statement shall become a part of the pupil's school record and shall be maintained for as long as the record is maintained.

#### *Right to File a Complaint*

Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW Washington, DC 20202

### **Uniform Requirement for Students**

Uniforms help to establish a clear focus on academics, increase safety and security on the school campus, decrease differences based on socioeconomic status, improve student behavior, and increase school pride. Yu Ming students wear the following uniforms at school and on field trips.

- Navy bottom (pants, skirts and pinafores)
- White top with Yu Ming logo (polo shirts or button down shirts)
- Burgundy sweater with Yu Ming Logo (cardigan, sweater, or sweatshirt)
- Dark-colored shoes (all one color)
- White or ivory knee-highs, socks or tights
- Head coverings may be worn for religious reasons

For physical education activities, students must wear sneakers. Yu Ming logo wear is available through several sources on the Yu Ming Parent Portal; patches are available at the school office; a small voluntary donation is requested.

Students may not have cartoon characters on school bags, backpacks, lunch boxes, outerwear, school supplies, or any other items brought to school.

## Climate for Learning and Growth

Yu Ming Charter School makes every effort to ensure that each student's school experience is rich and significant, and that the environment is orderly, warm, and conducive to learning. Yu Ming Charter School fosters a commonality of purpose and a sense of cohesiveness among parents, school staff, and the community-at-large.

### Five Keys to a Positive School Climate and Culture

1. All students and adults feel welcomed, respected, and connected to the school.
2. Clear behavioral expectations are affirmed, modeled, taught, practiced, and assessed.
3. The entire school community supports a positive, high-performing learning culture.
4. The school promotes students' personal, social, emotional, civic, and ethical development, in alignment with their academic development.
5. Students' individual learning styles are honored and supported, as well as their practices in school citizenship.

### Non-Discrimination Statement

Yu Ming Charter School is committed to providing a learning and work environment that is free from unlawful sexual harassment or harassment based on factors such as pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Harassment of any student or staff member by another student or staff member is prohibited, and the School will not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner, and take appropriate corrective action, if warranted. Yu Ming Charter School has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). (See section on Policy Against Harassment in this Handbook.)

The School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004.

### Bullying

Yu Ming Charter School does not tolerate bullying or intimidation of any kind and will respond to such instances in accordance with its disciplinary procedures. Students and families are asked to immediately report to any school staff member any instances of bullying that they experience or witness. (See sections in this Handbook entitled Code of Conduct, Suspension and Expulsion, and Policy Against Harassment and Sexual Harassment)

### Code of Conduct

The purpose of Yu Ming Charter School's Code of Conduct is to create an environment in which all students can reach their full potential. In order to do this, staff, students and parents must work together to create a respectful and safe learning environment. Through our code of conduct we will maximize instructional time for students to reach their academic potential and continually engage students in dialogue concerning what it means to be a good citizen in the 21<sup>st</sup> Century.

## Goals & Outcomes

- To promote equality through a code of conduct that is understood by all students and applied fairly
- To ensure a safe learning environment for our students
- For students to understand the consequences of their actions and to take responsibility for them
- To maximize instructional minutes thereby giving our students access to a quality education
- To teach the school's core values and to determine what it means to be a good citizen
- To provide the skills necessary for students to self-regulate and choose appropriate behavior

Yu Ming Charter School uses the term 'Rules and Logical Consequences' to describe both the proactive steps we take in school to ensure positive behaviors and the reactive disciplines, both of which are necessary to meet expectations and build positive habits. Rules are the proactive guidelines that are set up in the school to help the students and teachers achieve their goals for the year. These rules are stated in the positive and are generated through in class discussion at the beginning of the year.

## Establishing a Positive School Environment

In order to ensure an environment that is conducive for all its students to learn, Yu Ming Charter School has a system of behavioral expectations, procedures, and interventions that is fair, consistent, accountable, and supportive, and is aligned with the school's mission. Its consequences and interventions are designed to help students act responsibly and understand the effects of their negative behavior, and to learn to practice behaviors that are more skillful, responsible, and productive.

Beyond offering an engaging and challenging curriculum, teachers will use a wide range of methods to encourage positive behavior such as everyday techniques like: recognizing students that are following instructions; having a clear and consistent rewards policy; using a variety of roles/tasks to give children as a reward. We will use PBIS as a school wide system to support positive behavior.

## Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports is a school wide system that teaches behavioral expectations explicitly, using a small number of behavioral expectations that are positively stated and easy to remember. The School uses the C.A.R.E.S framework for this purpose. PBIS as a system and process helps to ensure a consistent approach to discipline across the school so students are clear of what is expected of them throughout the campus.

## Responsive Classroom

Responsive Classroom is a research- and evidence-based approach to elementary education that leads to greater teacher effectiveness, higher student achievement, and improved school climate. Teachers in our school are Responsive Classroom trained and are expected to use those best practices throughout the day.

## CARES Framework

C.A.R.E.S. stands for Cooperation, Assertion, Responsibility, Empathy, & Self-control. It is a framework that the School adopted (during the 2013-2014 academic year) that is used with *Responsive Classroom* and has been adopted throughout school to encourage appropriate behaviors. If teachers need to remind students how to behave in a positively they use the following questions/ prompts and visual reminders (posters are displayed in classrooms and throughout the school building) to guide the conversation:

- Are you using your CARES skills?
- Do you remember what your CARES skills are? Which one could you use now?
- Can I help you to use your CARES skills to fix this problem?
- Let's use our CARES skills to talk about this and find a solution together
- Was that empathetic/cooperative/....etc?
- Next time how can you/we be more cooperative, assertive.... etc?

CARES is also explicitly taught by the teachers and through lessons delivered in the first trimester by our Child Development Specialist. The core concepts will be taught using a combination of stories, art, cooperative games, whole class and small group discussions. Classroom teachers will reinforce through interactive modelling.

### CARES FRAMEWORK around school

Where?	Cooperation	Assertion	Responsibility	Empathy	Self-Control
<b>All common areas; Recess</b>	<ul style="list-style-type: none"> <li>Walk sensibly, facing forward</li> <li>Keep hands, feet, and objects to self</li> <li>Get adult help for accidents and spills</li> <li>Use all equipment and materials appropriately</li> <li>Follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>Use 'I' messages when another student does something that makes you uncomfortable or unhappy</li> <li>Ask to join in a game if you would like to play</li> <li>Tell your peers 'no means no' if you have told them you don't want to play</li> <li>If you don't like the way a peer is playing tell them how you would like them to play</li> </ul>	<ul style="list-style-type: none"> <li>Follow school rules</li> <li>Remind others to follow school rules</li> <li>Take proper care of all personal belongings and school equipment</li> <li>Be honest</li> <li>When leaving a supervised area, get permission first</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and actions</li> <li>If you see another student hurt or sad ask them if you can help</li> <li>Ask others to join your game if they feel left out</li> <li>Remind your peers of how they should behave if you see them being unkind to anyone</li> </ul>	<ul style="list-style-type: none"> <li>Wait for your turn in games and when using equipment</li> <li>Use your 'I' messages to resolve conflict</li> <li>Walk away or count to ten when you feel angry</li> <li>Find an adult if you cannot resolve a problem yourself</li> </ul>
<b>Lunchtime</b>	<ul style="list-style-type: none"> <li>Keep all food to self (don't share)</li> <li>Sit with feet on the floor</li> <li>Raise your hand and stay in your seat unless given permission</li> </ul>	<ul style="list-style-type: none"> <li>Make your choice of lunch clear and thank the volunteer helping you</li> </ul>	<ul style="list-style-type: none"> <li>Completely clean up after yourself</li> <li>Remind others to follow the lunch rules</li> <li>Eat as much food as you can- avoid wasting</li> </ul>	<ul style="list-style-type: none"> <li>Offer the seat next to you if you see someone looking for a place</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet lunch time voices- even when excited</li> <li>Sit at your table throughout lunch and only talk to those on your table</li> </ul>
<b>Hallways and passing areas</b>	<ul style="list-style-type: none"> <li>Allow others to pass</li> </ul>	<ul style="list-style-type: none"> <li>If you are pushed during line up or walking in line, let that person know that you don't like it using your 'I' messages</li> </ul>	<ul style="list-style-type: none"> <li>Walk quickly</li> <li>Hold the door open for the person behind you</li> <li>Greet passers-by warmly</li> <li>Move to where you are going without lingering</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voices whilst others have class</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voices- others are in class</li> <li>Walk patiently behind others even when in a hurry</li> <li>Wait patiently to enter or leave building</li> </ul>
<b>Bathrooms</b>	<ul style="list-style-type: none"> <li>Keep feet on floor (no standing on toilets)</li> <li>Keep water in sink</li> <li>Wash hands</li> <li>Put towels in garbage can</li> <li>1 person at a time</li> </ul>	<ul style="list-style-type: none"> <li>Knock on stall door once before entering</li> <li>Give people privacy</li> <li>If you are still using the stall then communicate this to the person knocking and ask them to stop</li> </ul>	<ul style="list-style-type: none"> <li>Flush toilet after use</li> <li>Return to classroom promptly</li> <li>Conserve water and soap- don't waste resources</li> <li>Remind others of the rules of the bathroom</li> </ul>	<ul style="list-style-type: none"> <li>Remember that bathrooms are private places</li> <li>Respect others differences</li> <li>Be considerate of others and don't waste time- someone else may be desperate!</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voices</li> <li>Ensure you do your business in the toilet not around it</li> </ul>
<b>Assemblies and special events</b>	<ul style="list-style-type: none"> <li>Wait for arrival and dismissal signal</li> </ul>	<ul style="list-style-type: none"> <li>Use audience manners</li> <li>Sit appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Participate when invited</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate good listening by tracking the speakers</li> </ul>	<ul style="list-style-type: none"> <li>Voices off at all times unless invited to talk</li> </ul>

### Responding to Misbehavior

The number one priority of responding to misbehavior is to stop the misbehavior and restore positive behavior as quickly as possible. The goals in responding to misbehavior are to:

- Maintain a safe and orderly classroom
- Help students recognize and fix mistakes
- Help students develop internal control of their behavior

To manage and eliminate student misbehavior the teachers and school will utilize a variety of strategies. Teachers will establish a positive classroom culture and encourage good behavioral choices of students through the following strategies: redirection, reminders, and reinforcement. When in spite of these best efforts misbehavior occurs logical consequences will be used. Logical consequences can help children see the connection between their behavior and the effect it has on others. A logical consequence is not a punishment. The consequence is directly related to the child's action, is realistic for them to do/accomplish and is communicated with respect.

A student who violates classroom or school rules has his/her behavior addressed through the following steps:

1. *Redirect Behavior* – All misbehaviors are addressed and redirected with the use of visual and verbal cues. Examples include, eye contact, a nod at the child, a hand signal, saying the child's name and increased teacher proximity. Following these cues the teacher points out the misbehavior to the student, warns him/her and directs the student to stop or change the behavior. This may include an explanation, reminder or modeling of appropriate behavior.
2. *"Logical Consequences"* – The teacher addresses subsequent violations of classroom or school rules by giving the student a logical consequence.

In many cases a strategy other than logical consequences is needed to address the behavior. Other types of problem solving strategies include, role playing/ interactive modelling, class meetings, student conferences.

3. *Referral* - Continued misbehavior will result in the intervention of the Principal or other administrator. Consequences may include a parent conference, in-school suspension, and out-of-school suspension. Referral to the principal will ALWAYS result in an email or phone call home.

If any behavior causes a child to miss work or turn in incomplete work, s/he will be required to complete the work at home and submit to the teacher the following day.

#### Examples of behaviors that do not follow the school's Code of Conduct

<b>MINOR MISBEHAVIOR</b>		
<b><u>Behavior</u></b>	<b><u>Definition</u></b>	<b><u>Example</u></b>
Disrespect	Student engages in brief or low intensity failure to respond to adult requests.	Uses words and tone of voice that show contempt such as rolling eyes, sulking, raised voice.
Noncompliance	Student engages in brief or low intensity failure to respond to adult requests	Does not follow directions, will not respond to requests.
Disruption	Student engages in low-intensity but inappropriate disruption	Interrupts learning of self or others by talking out, interrupting others, or arguing.
Inappropriate Language	Student engages in low-intensity instance of inappropriate language	Calling other students names, using profanity but not directed at others.
Physical Contact	Student engages in low-intensity but inappropriate physical contact	Touches or bumps into others without intent to harm, causes harm to others.
Property Misuse	Student engages in low-intensity misuse of property	Breaks pencils, tears paper, drops books, or throws playground equipment without the intent of hurting others.
Note: All minor misbehaviors are addressed by the classroom teacher. Students who move through 3 consequences for repeated behavior must receive an office referral. Record and file documentation of repeated misbehavior.		

<b>MAJOR MISBEHAVIOR</b>		
<b><u>Behavior</u></b>	<b><u>Definition</u></b>	<b><u>Example</u></b>

Overt Defiance	Student engages in high intensity failure to respond to adult requests or refusal to comply.	In addition to tone student shows contempt by verbal or physically refusing to follow directions.
Continuous or Prolonged Disruption	Student engages in inappropriate disruption with intention to disrupt learning.	Interrupts learning of self or others by yelling, bringing non-school items (i.e. electronics, etc.)
Abusive Language	Student engages in high intensity profanity, threats, or intimidation with the intention to harm.	Using profane language directly at or calling students or staff names directly. Direct threats.
Physical Aggression	Student engages in high intensity physical contact causing or with the intent to cause bodily harm.	Physically fighting, intentional shoving or physically attacking another student or staff member.
Inappropriate Display of Affection or Harassment	Student engages in unwanted touch, touching of a sexual nature	Touching or drawing or sharing explicit images of a sexual nature; making inappropriate sexual comments or advancements.
Vandalism or Property Damage	Student engages in direct property destruction or defacement	Breaks electronic or classroom equipment. Causes damage requiring costly repair.

## Behavior Referrals

Once a teacher has tried redirecting and logical consequences, for more extreme behaviors they will refer a student to an administrator following the school's Student Behavior Management Process:

1. Teacher defines behavior expectations.
  2. Teacher models appropriate behavior.
  3. Teacher observes problem behavior.
  4. Teacher manages behavior if MINOR and uses the following consequences:
    - 1<sup>st</sup> Offense: Warning Teacher to student prompt
    - 2<sup>nd</sup> Offense: Teacher determines redirection (restate expectations, reteach, provide choice, etc.)
    - 3<sup>rd</sup> Offense: Teacher determines logical consequence (i.e. loss of privilege, seat change, etc.)
    - 4<sup>th</sup> Offense: Office Referral
  5. Administrator manages behavior if MAJOR and implements the following steps:
    - Administrator restates behavior expectation with student
    - Administrator issues appropriate consequence
    - Administrator contacts parents
    - Administrator provides teacher feedback
- \* Students with Special Education Needs may not be subject to the same consequences.
- \* Accidental infractions of rules should not have consequences and mitigating circumstances should be taken into account. Teachers and staff are to use best judgment in application of policy. This is NOT a Zero Tolerance policy.

## Suspension and Expulsion Policy and Procedures

Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his/her behavior and plan for a pattern of behavior that will be more positive. A

student may be suspended or expelled per the Pupil Suspension and Expulsion Policy below for behaviors that occur during any school activity, including field trips.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

#### *A. Grounds for Suspension and Expulsion of Students*

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

#### *B. Enumerated Offenses*

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
  - 1. A pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious

pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
  - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property.
  - g) Stole or attempted to steal school property or private property.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k) Knowingly received stolen school property or private property.
  - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  - m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### *C. Suspension Procedure*

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to

others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

#### *D. Authority to Expel*

A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### *E. Expulsion Procedures*

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### *F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses*

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the

- complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
  4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
  5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
  6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
  7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
  8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
  9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
  10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### *G. Record of Hearing*

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### *H. Presentation of Evidence*

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing.

While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### *I. Written Notice to Expel*

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the County. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

#### *J. Disciplinary Records*

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

#### *K. No Right to Appeal*

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

#### *L. Expelled Pupils/Alternative Education*

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### *M. Rehabilitation Plans*

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

#### *N. Readmission*

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Principal or

designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission in a public meeting consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

*O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities*

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant

disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## Student Health & Well-being

### Before and After School Safety

The school is not staffed to supervise students to arrive prior to 15 minutes before the start of school, unless the student is enrolled in the before-school care program. Therefore, for the safety of students, parents/guardians should not drop students off, nor are students to arrive at school more than 15 minutes before school starts. Similarly, parents/guardians should arrange to have their student leave or be picked up right after school, unless the student is involved in Homework Club or the After School Program or is staying at the request of school personnel. In case of emergency, all students should go directly to the school office at any time before or after school.

### Breakfast, Lunches and Snacks

The school provides breakfast and lunch to all students for a fee, based on family income. To participate in the school lunch program, parent(s)/guardian(s) must sign-up and pay for meals in advance according to procedures established by Revolution Foods, our meal provider.

Both breakfast and lunch provided by Revolution Foods will be nut-free and dairy-free. Vegetarian options are offered daily as well, although requests for these options must be made in advance. Those with severe allergies or sensitivities should contact Revolution Foods directly.

Parents must provide a morning snack for students in Kindergarten and 1st grade. Recommended snacks include fresh fruit, cheese, whole grain crackers, granola bars, and raw vegetables with dip. Candy and soda are not permitted. Nut-based foods are permitted, but because of allergies, students are asked not to share their snacks or meals. Parent(s)/Guardian(s) of students with allergies should be especially vigilant to instruct their child not to accept food from other children. Parents of students with severe allergies should inform the teacher and Principal.

### Free and Reduced Lunches

Families who may be eligible for the no-cost/reduced lunch program should submit an income eligibility form to the school office during the first week of school each year.

### Immunizations

California law requires that pupils entering a California school provide a written immunization record showing the date (at least month and year) of each immunization. Entrance requirements are:

POLIO [ages 4 - 6]	4 doses at any age; 3 doses meet requirement if at least one dose was given on or after 4th birthday
POLIO [ages 7-17]	4 doses at any age; 3 doses meet requirement if at least one was given on or after the 2nd birthday.
DPT [age 6 and under]	5 doses at any age; 4 doses meet requirement if at least one was given on or after the 4th birthday
DT,Td [age 7 & older]	4 doses at any age; 3 doses meet requirement if at least one dose was given on or after 2nd birthday
HEPATITIS B	3 doses required for Kindergarten and 7th grade entry.
MEASLES, MUMPS and RUBELLA	2 doses for Kindergarten and 7th grade entry each given on or after 1st birthday. 1 dose for grades 1-12, given on or after 1st birthday. (Mumps immunization is not required for pupils 7 years of age or older.)
TUBERCULOSIS SKIN TEST	Required test is a MANTOUX skin test given within 18 months prior to kindergarten enrollment or transfer, or within 6 months prior to enrollment in grades one through twelve.
VARICELLA (Chicken)	[Kindergarten entry] 1 dose or physician documented varicella disease or immunity and

Pox)	[Grades 1-12] 2 doses are needed if vaccine received after 13th birthday (entering CA school for the first time)
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Any pupil who fails to submit the required immunization information shall be excluded from school (Health and Safety Code Section 3380-89, Chapter 7).

### Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the office if you have questions about this requirement.

### Illness and Injury

Yu Ming Charter School makes every effort to support the health and well-being of all students in order to decrease absences and maximize learning time. Staff members are trained in first aid and CPR and will provide routine first aid. Students who exhibit symptoms of or complain of illness or injury will be referred to the school nurse.

In the event of more serious illness or injury, parent(s), guardian(s), designated emergency contact(s), and/or paramedics will be contacted. In these situations, parent(s)/guardian(s) may be requested to pick up their student as soon as possible.

To protect the students and staff from communicable diseases, parents are asked to report all illnesses to the office by phone, email, note, or in person. The office manager keeps confidential track of student illnesses. In cases of some communicable ailments (e.g. Pink Eye, Strep Throat, Lice, etc.), the Office Manager will inform other families as needed. Any child who shows signs of contagion should not attend school and will be sent to the office by the classroom teacher. Parents, guardians or emergency contacts will be notified if the staff decides the child is too ill to remain at school, and the student will remain in the office until a parent, guardian or designated adult arrives. Students with communicable illnesses will need a doctor's note clearing them to return to the classroom.

A child is too ill to attend or remain at school if s/he:

- has had a fever of 100 degrees or higher under the arm or orally (student should stay home for 24 hours; after the temperature has returned to a normal 98.6 degrees);
- vomits or has diarrhea (student should stay home for 24 hours after last episode);
- has a severe or uncontrollable cough;
- has a rash other than one due to a chronic condition such as eczema or psoriasis;
- has yellow or green mucous coming from the nose or mouth; and/or
- has contracted an illness after traveling outside of the US

All incidents that occur on school grounds and receive any first aid attention are reported to the office using an Injury/Incident Report, completed by the supervising staff member. A copy is given to the parent(s)/guardian(s) of the student(s) involved.

Parent(s)/guardian(s) are notified immediately when serious injuries occur (e.g. break or fracture, head or neck injury, unconsciousness or blood loss, etc.), and 911 is called. The school nurse is trained to recognize and respond to the symptoms of a concussion. Parent(s)/guardian(s) are notified in the event of a head injury and the possibility of further evaluation by a health care professional; 911 is also called if the student exhibits signs of a concussion and requires immediate medical attention.

If a student is absent due to illness or injury for five or more consecutive days, the absence is considered an excused absence if a medical doctor provides notification in writing.

## Student Medication

Whenever possible, students should receive medication during non-school hours. If necessary, medication given at school will be dispensed by the school nurse.

To request that medication (prescription or non-prescription) be administered to your student at school, please follow the following procedures:

- Provide the school nurse or office manager with written permission from parent(s)/guardian(s) and/or medical doctor, with precise information about medication, dosage and frequency.
- Label the medication with the student's name. All non-prescription medication must be sent to the school in the original container in which it was purchased. All prescription medication must be sent to the school in the correct pharmacy-labeled container unless a physician's written order recommends otherwise.
- Deliver the medication and all relevant information to the school nurse or Office Manager.

If parents or guardians wish for their child to possess and/or self-administer medication while at school, the School must receive the following written statements:

- (1) a written statement from the physician detailing the name, method, amount, time schedules, discontinue date, and any known drug allergies or reactions, of the medication to be self-administered;
- (2) written statement from the parent or guardian consenting to the self-administration, providing a release for the School to consult with the student's health care provider, and releasing the School from liability.

Parent(s)/Guardians(s) must disclose their student's medical conditions or allergies on the student's Emergency Information Form.

## Child Abuse Reporting

Because immediate investigation by child protective agencies of suspected abuse may save a student from repeated injuries, any teacher, or other staff member who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities.

## Smoke-Free Zone

Parents and visitors are asked to support the school's effort to maintain a "Smoke Free Zone." Please refrain from smoking on campus or at any school event or activity.

## Alcohol

Yu Ming Charter School also prohibits the consumption of alcohol on school property. Exceptions to this alcohol policy may be approved in advance by the Principal for a specified time and date, for events such as an evening fundraising dinner, in accordance with the terms of any lease or rental agreements.

## Drugs

Yu Ming Charter School prohibits the use of illicit drugs on school property at all times. For guidelines regarding prescription medication use, please refer to our medication policy.

## Homeless Students

"The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Runaway children or children who are abandoned; and
- Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison: The Principal or designee designates the following staff person as the School Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Jamila Dugan, Assistant Principal  
Yu Ming Charter School  
1086 Alcatraz Ave.  
Oakland, CA 94608  
510-452-2063

The School Liaison shall ensure that (42 U.S.C. 11432(g)):

- Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
- Homeless students enroll in, and have a full and equal opportunity to succeed at Charter School.
- Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs.
- Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens.
- Enrollment/admissions disputes are mediated in accordance with law, the Charter School charter, and Board policy.
- Parents/guardians are fully informed of all transportation services , as applicable.

The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

For any homeless student who enrolls at the School, a copy of the School’s complete policy shall be provided at the time of enrollment and at least twice annually.”

## Technology

Yu Ming uses technology to support its instructional program and to further student learning. Students and staff are expected to use these resources in a responsible, efficient, ethical, and legal manner. These policies are applied to all students consistently and uniformly.

### Acceptable Use Policy and Agreement

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Yu Ming offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Governing Board intends that technological resources provided by the school be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

These technologies are provided as a privilege to the user. The School shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities. Accordingly, this Acceptable Use Policy and Agreement describes the school's expectations and the responsibilities of each user.

### Educational Purpose

Use of Yu Ming equipment and access to the Internet via Yu Ming equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use School resources only in a manner specified in the Policy.

**"Educational purpose"** means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

**"Inappropriate use"** means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

### Access

As part of Yu Ming's educational program, users will have the opportunity to use networked computers, which are connected to the Internet, email, and personal and shared folders. Before a student is authorized to use the School's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In this agreement, the student and his/her parent/guardian shall agree not to hold the School or any School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the School and School personnel for any damages or costs incurred.

### Safety and Supervision

Yu Ming shall ensure that all School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While Yu Ming is able to exercise reasonable control over content created and purchased by the School, and uses a "filter" to help prevent the accessing of inappropriate content and websites, the School has limited control over content access via the Internet and cannot guarantee the accuracy of the information or the appropriateness of any material that a user may encounter, and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.

To reinforce these measures, the Principal or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Teachers shall supervise students while using on-line services at the school site, and may have teaching assistants and volunteers assist in this supervision. The principal may establish guidelines and limits on their use.

The Principal or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using School technology.

### **User Responsibilities**

Users, including students, must:

- Use the network in accordance with the school's code of conduct.
- Cite sources of information properly. Users must obtain the author's permission before placing copyrighted material on the system and may download copyrighted material for their own use only. Use the network only for educational purposes.
- Commercial, political, and/or personal use unrelated to an educational purpose is strictly prohibited.
- Be courteous and respectful in their messages to others.
- Use appropriate language.

Users, including students, are prohibited from:

- Using the Internet to perform any illegal act or help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the School, other students, or the community.
- Accessing, posting, submitting, publishing or displaying harmful matter or material that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs.
- Degrading or disrupting equipment or system performance, including damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs. Vandalism will result in the cancellation of user privileges and will be viewed as criminal activity under applicable state and federal law. Vandalism includes the intentional uploading, downloading or creating of computer viruses and/or any malicious attempt to harm or destroy school equipment or materials or the data of any other user.
- Using the system to encourage the use of drugs, alcohol or tobacco, nor promoting unethical practices of any activity prohibited by law or school policy.
- Changing the data or trespassing into the account of another user. Users shall not read other users' mail or files, attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify or forge other users' mail.

- Gaining unauthorized access to resources or entities. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Users are expected to:

- Use only their account and password and keep their password private. Report to a teacher or administrator any unsolicited email, security problems, or information that makes them uncomfortable.
- Recognize that email and computer files are not guaranteed to be private. Yu Ming will make reasonable efforts to protect the electronic files of every user. However, a user's files may be reviewed, collected, and/or used by the school: (a) as required by law, (b) as part of system maintenance activity, (c) when there is reason to believe an account is being used improperly or illegally, or (d) with the permission of the account holder.
- Use the school address and phone number only. Students should refrain from revealing their image, home address or phone numbers, or those of other students or staff members.

### **Inappropriate Use**

Each user is held responsible for his or her actions and activity on the network. Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Unacceptable uses of the network will result in the suspension or revoking of these privileges and/or other appropriate disciplinary or legal action in accordance with the code of student conduct, School policy and applicable laws. The principal shall make all decisions regarding whether or not a user has violated these regulations and may deny, revoke or suspend a user's access at any time. The decision of the principal shall be final.

Student use of School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on School computers with Internet access. The Principal or designee shall oversee the maintenance of the Yu Ming's technological resources and may establish guidelines and limits on their use.

### **Acceptable Use Agreement**

Yu Ming believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of School technology resources. Students are expected to:
  - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
  - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the School is able exercise reasonable control over content created and purchased by the School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent agree not to hold the School or any School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or

negligence. They also agree to indemnify and hold harmless the School and School personnel for any damages or costs incurred.

4. **Inappropriate Use.** School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the School technology primarily for educational purposes. Students shall not use School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
  - a. Playing games or online gaming.
  - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
  - c. Installing software on School equipment without the permission of a teacher or other authorized School staff person.
  - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
  - e. Conducting any activity that is in violation of school policy, the student code of conduct, or local, state or federal law.
  - f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
  - g. Participating in political activities.
  - h. Conducting for-profit business.
  - i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the School's network.
  - j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
  - k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
  - l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by School and provided to students for educational purposes. The School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The School reserves the right to access stored computer records and communications, files, and other data stored on School equipment or sent over School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the School's network or intentionally damage any School technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline which may include loss of access to School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct, School policy, and applicable laws.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties.

**To indicate your agreement with this Acceptable Use Agreement, please sign the acknowledgement page at the end of this Handbook.**

## ACADEMIC POLICIES

Yu Ming Charter School's academic policies help to create a rigorous and supportive learning environment for students to become bilingual in Mandarin Chinese and English. Instructional strategies are aligned with the school's mission and provide for a diverse range of learning styles to meet the needs of the student population.

### Chinese Immersion

Yu Ming Charter School's immersion program means that students spend the majority of their day surrounded by the Mandarin language, spoken and in writing. For students with a non-Mandarin home language, parent(s)/guardian(s) should expect that their student will progress through several natural stages of language acquisition, supported and reinforced by teachers and staff. Initially, students are asked to listen attentively even when they may not fully understand what is being said. During this first phase, they may respond in English. With time, students may be hesitant to speak in Mandarin, even though they understand what is being said. Eventually, students will be able to speak in Mandarin with increasing ease and accuracy. We expect and encourage students to begin speaking Chinese by the second semester they are enrolled, though this initial transition period may take a few months to a year depending on the student. Students' ability to read and write in Mandarin will grow gradually, behind their speaking ability.

In order to encourage students to use Mandarin, the teachers will make every effort to speak only in Mandarin in front of the students whether speaking to staff, parents or other students. Naturally, cases of emergency are exceptions to this general practice. In the absence of students, such as in phone conversations or individual meetings, teachers will communicate with the parents in their home language.

Of course, at any time, students may communicate their needs to staff members in their home language if they are unable to do so in Mandarin. The school has staff members who speak English, Spanish, and a variety of Chinese dialects.

### Academic Integrity

Academic integrity is an important part of being a Yu Ming student. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Students are expected to deny all requests to copy from their own work.

#### *Consequences for Violating Academic Integrity*

- All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
- A student found cheating may receive, at the discretion of the teacher, a failing grade for the test, quiz, or assignment.
- Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
- The principal will be notified.
- An incident of cheating and/or plagiarism will result in removal from any academic recognition opportunities for that semester.
- Repeated violations or a single serious violation may lead to more serious disciplinary actions.

### School Books and Materials

Students are responsible for all books and learning materials issued to them. Families may be asked to cover the cost of replacement for unusual wear, damage to or loss of books and learning materials.

### Homework

Parents and other family members are expected to support Yu Ming's instructional goals by encouraging their children's focus on learning and achievement. Accordingly, parents and other family members should regularly ensure their children do their homework, read to their children, and ask about what they learned at school.

Homework is a very important part of a Yu Ming Charter School education. Homework assignments are designed to be an extension of and an opportunity to practice what students have already learned in class.

Parental support for homework includes a well-supplied and well-lit workspace, ongoing encouragement, and continual appreciation of the knowledge and skills learned. Families should expect per language approximately 10 minutes of homework each night in Kindergarten, 10 minutes each night in 1st grade, 20 minutes in 2<sup>nd</sup>, 30 minutes in 3<sup>rd</sup>, 40 minutes in 4<sup>th</sup>, 50 minutes in 5th grade. In addition to assigned homework, parents of students in lower grades are encouraged to read to their children for at least 30 minutes daily, in English, Mandarin, or both.

For lower grades, students will receive a folder with their homework assignments for the entire week, to be returned each to the teacher the following week. Students and families are encouraged to spread this work out throughout the week, rather than trying to complete all the assignments on Sunday night. Starting in 2nd grade, students will receive daily Chinese and math homework, and may receive homework to be completed over weekends and holidays.

If students are significantly behind in their homework, parents or guardians may be asked to attend a meeting with the principal and teacher to determine how to solve the problem.

The school staff and families will work together to develop strategies to help non-Mandarin speaking families support their child with his/her homework, including: worksheet instructions in both English and Mandarin; vocabulary lists in Mandarin, ping yin and English; MP3 files with key vocabulary and songs; and information about online resources.

### **Homework Club**

In addition, Homework Club is offered to students most in need of support.

The purpose of homework club is to provide support to students who a) do not have Mandarin or English support at home (neither parent speaks Chinese), b) are struggling to complete the work independently, (c) are not enrolled in the After School Program. Teachers are responsible for selecting students from their class. If students are from non-Mandarin speaking households but are performing well in Chinese and Math and Science then they are not considered eligible for homework club.

The reason that students who attend ASP are not allowed to attend homework club in the same day is that ASP already has homework support built into it. Exceptions to this rule may be made only when the teacher deems it to be necessary.

### **Communication with Families about Student Academic Progress**

To facilitate communication between families and teachers about students' behavioral and academic growth and challenges, the school provides the following formal opportunities for reporting and discussion:

- *Report cards*: Standards-based report cards will be mailed home at the end of each marking period (3 per year)
- *Parent/Family conferences*: Twice each year the school will hold conferences for parents, guardians and , in the older grades, with students to discuss student progress and plan ways to best support the student. Attendance at Parent/Family Conferences is required for each Yu Ming student. At the Conference, parents/guardians will be informed about both their individual student's and Yu Ming Charter School's achievement progress. Families and teachers will discuss individual student achievement, progress towards grade-level promotion, and performance on state assessments (if applicable). They also can ask questions about any of the assessments and their student's scores.
- *School electronic newsletter*: The school will send a newsletter to parents/guardians to provide information about significant school developments, upcoming events and activities. Parents and guardians may request to receive a print copy each week by notifying the school office in advance.

- *Teacher newsletter:* Each teacher will distribute a teacher newsletter to parents/guardians approximately weekly or bi-weekly. This newsletter may be sent by email or in students' backpacks.
- *Email:* All staff members have email addresses (first initial last name@yumingschool.org; e.g. mchan@yumingschool.org) and will make their best effort to respond to parent inquiries within 48 hours. Because teachers spend most of the school day with their attention completely focused on the students in front of them, email is the best method for contacting teachers.
- *Phone:* Parents/Guardians can also expect to receive periodic voicemail or text messages from the school.
- *Meetings by appointment:* Every staff member is available to meet with families; parents/guardians can make appointments by sending an email or calling the school. Short drop-in conversations before and after school may be also possible, however appointments are strongly recommended.
- *Mandated communications:* Parents of English Learners will also receive mandated communications on reclassification per Title III through annual CELDT testing results. Parents of students with IEPs will receive reports according to the plan specified in each IEP. The School will comply with state and federal law regarding reporting requirements, including parents' rights to be updated on their child's IEP at least as frequently as the parents of non-disabled students receive updates on their children's academic progress. All disabled students are entitled to the reports and assessment data described in this section which are provided to all students.
- *School Accountability Report Card:* As required by law, Yu Ming Charter School will publish student results annually through the School Accountability Report Card ("SARC"). The report includes pertinent facts and data about the School and will be made available to the public.

Parents/guardians are strongly encouraged to address questions and concerns directly to the staff member who has had the most direct contact with the student or situation – usually the teacher. If the concern is not resolved to either party's satisfaction, either the family or staff member may request that the Assistant Principal or the Principal become involved. Serious concerns that are unable to be resolved by school site staff should be brought to the attention of the Board of Directors via the complaint policies and processes described in this Handbook.

### **Sexual Health or HIV/AIDS Prevention Education**

Yu Ming may provide comprehensive sexual health and/or HIV/AIDS prevention education to students in grades 4 - 8. Notwithstanding any other provision of law, a parent/guardian has the right to submit a written request to School officials that his or her child not receive comprehensive sexual health and/or HIV/AIDS prevention education.

### **California Assessment of Student Performance and Progress ("CAASPP")**

California's new statewide student assessment system known as CAASPP (California's Assessment of Student Performance and Progress) was established January 1, 2014. The School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent's or guardian's written request to School officials to excuse his or her child from any or all parts of the state assessments shall be granted. Parent(s)/guardians will be asked to ensure their children attend school, eat a healthy breakfast, and get adequate sleep during the testing period.

### ***SBAC (Smarter Balanced Assessment Consortium)***

The Smarter Balanced Assessment Consortium is a multistate consortium working collaboratively to develop a student assessment system aligned with a common core of academic content standards for English language arts/literacy and mathematics. As a Smarter Balanced governing state, California is a decision-making member. Smarter Balanced assessments are administered to all students and designed to measure student progress toward college and career readiness. Scores from these assessments will be the basis for calculating the school's Academic Performance Index (API), a number between 200 and 1000 that indicates students' overall performance. Based on the API, the state also ranks schools in deciles, overall and compared to

demographically similar school. Although these tests are not the only measures of student performance and school success, the SBAC results are important for charter renewal, fund-raising, and family enrollment decisions; accordingly.

### **Additional tests for some students**

#### *California English Language Development Test (CELDT)*

The CELDT is given to students whose primary language is not English. They take the CELDT when they first enroll in school and each year after that until school officials determine that they have become English proficient. The CELDT evaluates a student's ability to listen, speak, read, and write in English.

### **Field Trips**

Field trips are important for connecting students with their surrounding community, and engaging them in the learning process in new and different ways. Yu Ming families can expect students to go on a few field trips each year. In many cases, families will be asked to volunteer to provide additional adult supervision or transportation. The school will communicate any accommodations related to transportation, supplies, or student attire. Before each field trip, the school will provide information about the field trip and will ask parent(s)/guardian(s) to complete and return a permission slip. A suggested contribution towards the direct cost of the field trips (e.g., transportation, entrance fees) is also requested; however, no student will be excluded from a field trip because of lack of financial resources.

### **Special Needs**

#### **Section 504 Plan**

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. Any student who has an objectively identified disability that substantially limits a major life function, including but not limited to learning, is eligible for accommodations.

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

If you would like to know more about 504 Plans or other types of assistance that may be available to your student, please contact your Principal.

### **Special Education**

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the El Dorado County Charter SELPA (<http://www.edcocharterselpa.org/parents>) . These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student.

Determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of pupils with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such

as the Student Success Team (SST). A pupil shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

If you have any questions about special education services or eligibility, please contact Lauren Smith, Education Specialist, [lsmith@yumingschool.org](mailto:lsmith@yumingschool.org).

### **Consultation, Referral and Evaluation Team (CORE)**

Yu Ming's Consultation, Referral, and Evaluation Team (CORE) identifies and supports students and families that may be struggling or needing additional social-emotional, health, and academic assistance. Our CORE team aims to promote academic success and healthy development by addressing student needs holistically.

A central schoolwide referral system provides multiple paths to access CORE. Referrals can be made by teachers, administrators, parents, providers, and students. Regular biweekly interdisciplinary CORE meetings are facilitated by our school counselor, Heather Collins. Staff team members review and triage referrals, develop tailored interventions that utilize the full scope of school and community resources, and follow up on previously referred students. Meetings are also a forum to strengthen communication and collaboration and to identify schoolwide needs and resource gaps.

### **Student Study Team (SST)**

The Student Study Team brings together the resources, human and programmatic, to support students having difficulties in regular classes by seeking positive solutions for maximizing student potential. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent/guardian, are present at the same time to explore strategies to develop an intervention plan involving home, school, and community. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

The goals of the SST are to:

- Work with the student and parent to identify causes of poor academic performance, disruptive behavior, and potential developmental problems
- Work with the student and parent to identify viable interventions that could occur before a student's poor academic performance results in severe underperformance or higher-level behavioral referrals are required
- Discuss a variety of academic interventions and/or positive behavioral reinforcements and develop strategies that have a high likelihood of positive academic and behavior performance
- Inform parent and student of the referral process, where the student is in the process and the consequences of further poor academic performance and/or disruptive behavior
- Student study teams are also established to fulfill requirements of current federal and state legislation.

These laws require that:

- Regular classroom intervention attempts must be documented before a student can be referred for special education services.
- Section 504 accommodation plans must be available for those children not eligible for special education services, but who qualify under Section 504. The SST is a multi-disciplinary team with this capacity.

*If you have any questions about our CORE team or SST structure, please contact Heather Collins, Yu Ming Counselor, [hcollins@yumingschool.org](mailto:hcollins@yumingschool.org).*

## Comprehensive Complaint Policy and Procedures

### Uniform Complaint Policy

Yu Ming Charter School (the “Charter School”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of unlawful discrimination, intimidation, harassment, or bullying against any protected group including actual or perceived, discrimination on the basis of the actual or perceived characteristics of age, sex, sexual orientation, gender, gender expression, gender identity, genetic information, ethnic group identification, race or ethnicity, ancestry, nationality, national origin, religion, color, or mental or physical disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: adult education programs, special education programs, consolidated categorical aid , migrant education, career technical and technical education training programs, child care and development programs, and child nutrition programs.
3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
  - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
    - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
    - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
    - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
  - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

- d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
  - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, intimidation, harassment, or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, intimidation, harassment, or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

### **Compliance Officers**

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the School's compliance with law:

Principal  
Yu Ming Charter School  
1086 Alcatraz Ave  
Oakland, CA 94608

The Principal or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Principal or designee.

Should a complaint be filed against the Principal, the compliance officer for that case shall be the President of the Charter School Governing Board.

### **Notifications**

The Principal or designee shall annually provide written notification of the School's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties.

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Principal or designee shall make available copies of the School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- A statement that the Charter School is primarily responsible for compliance with state and federal laws and regulations;
- A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- A statement that copies of the local educational agency complaint procedures shall be available free of charge.

### **Procedures**

The following procedures shall be used to address all complaints which allege that the School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

#### **Step 1: Filing of Complaint**

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the School.

A complaint alleging unlawful discrimination, intimidation, harassment, or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, intimidation, harassment, or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, intimidation, harassment, or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, intimidation, harassment, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, intimidation, harassment, or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

#### **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, intimidation, harassment, or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

### **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

### **Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the School's investigation and decision, as described in Step #5 below, within sixty (60) days of the School's receipt of the complaint.

### **Step 5: Final Written Decision**

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

- The findings of fact based on evidence gathered.
- The conclusion(s) of law.
- Disposition of the complaint.
- Rationale for such disposition.
- Corrective actions, if any are warranted.
- Notice of the complainant's right to appeal the School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

For unlawful discrimination, intimidation, harassment, or bullying complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

For unlawful discrimination, intimidation, harassment, or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

### **Appeals to the California Department of Education**

If dissatisfied with the School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the School's decision. When appealing to the CDE, the complainant must specify the basis for

the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the School's decision.

Upon notification by the CDE that the complainant has appealed the School's decision, the Principal or designee shall forward the following documents to the CDE:

- A copy of the original complaint.
- A copy of the decision.
- A summary of the nature and extent of the investigation conducted by the School, if not covered by the decision.
- A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
- A report of any action taken to resolve the complaint.
- A copy of the School's complaint procedures.
- Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the School has not taken action within sixty (60) days of the date the complaint was filed with the School.

### **Civil Law Remedies**

A complainant may pursue available civil law remedies outside of the School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, intimidation, harassment, or bullying complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

## Policy against Unlawful Harassment

Yu Ming Charter School is committed to providing a learning and work environment that is free from harassment of any kind. Harassment of any student or staff member by another student or staff member is prohibited.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The School will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business with, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner, and take appropriate corrective action, if warranted.

Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

### *Prohibited Unlawful Harassment*

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above.

### *Prohibited Unlawful Sexual Harassment*

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

The School is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee, and disciplinary action up to and including suspension or expulsion of the student.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission to the conduct is made explicitly or implicitly a term or a condition of an individual's employment, academic status, or progress; (2) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (3) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment;; and/or (4) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him or her against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee, volunteer and student has the responsibility to maintain a workplace and educational environment free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee or student who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Principal. See Attachment B for the “Harassment Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

The School will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Employees may also direct their complaints to the California Department of Fair Employment and Housing (“DFEH”), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission (“FEHC”) or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

## Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Principal  
Yu Ming Charter School  
1086 Alcatraz Ave.  
Oakland, CA 94608  
510-452-2063

The Principal or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible.

## Employee Complaints

Employees may also direct their complaints to the California Department of Fair Employment and Housing ("DFEH"), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission ("FEHC") or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

## **General Complaint Policy**

Yu Ming Charter School (“Charter School”) has adopted this General Complaint Policy to address concerns about the Charter School generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the Charter School’s Policy Against Unlawful Harassment and/or the Charter School’s Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

### **Internal Complaints**

(Complaints by Employees against Employees)

This section of the policy is for use when a Charter School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal or designee:

1. The complainant will bring the matter to the attention of the Principal as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the Chair of the Governing Board of the Charter School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the Charter School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

### **Policy For Complaints Generally**

(General Complaints and Complaints by Third Parties against Employees)

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about the Charter School generally, or a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or Board President (only if the complaint concerns the Principal) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or designee) shall abide by the following process:

1. The Principal or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Principal or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.
2. In the event that the Principal (or designee) finds that a complaint is valid, the Principal (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of the Charter School, the Principal may take disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Governing Board of the Charter School. The decision of the Governing Board shall be final.

## **General Requirements**

### **Confidentiality**

All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

### **Non-Retaliation**

All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

### **Resolution**

The Board (if a complaint is about the Principal) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

## Uniform Complaint Procedure Form

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_

Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Street Address/Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School/Office of Alleged Violation: \_\_\_\_\_

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Adult Education            | <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> Nutrition Services            |
| <input type="checkbox"/> Career/Technical Education | <input type="checkbox"/> Migrant and Indian Education      | <input type="checkbox"/> Special Education             |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Pupil Fees                        | <input type="checkbox"/> Local Control Funding Formula |

For allegation(s) of unlawful discrimination, harassment, intimidation, or bullying, please check the basis of the unlawful discrimination, harassment, intimidation, or bullying described in your complaint, if applicable:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Age   | <input type="checkbox"/> Ethnic Group Identification     | <input type="checkbox"/> Gender/Gender Expression/Gender Identity |
| <input type="checkbox"/> Ancestry  | <input type="checkbox"/> Religion                        | <input type="checkbox"/> Sex (Actual or Perceived)                |
| <input type="checkbox"/> Color   | <input type="checkbox"/> National Origin                 | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Race or Ethnicity   | <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Genetic Information                      |
| <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |  |   |

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator. Attach additional pages if needed.

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Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result? Attach additional pages if needed.

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Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

☐ Yes

☐ No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

Principal, Yu Ming Charter School  
1086 Alcatraz Avenue  
Oakland, CA 94608

## Harassment Complaint Form

It is the policy of the School that all individuals be free from harassment including sexual harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal or Board President. If you are a student or parent, you may file this form with the Principal, or if the complaint involves the Principal, with the Board President.

Please review the School's policies concerning harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be harassment.

The School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed you or someone else: \_\_\_\_\_

List any witnesses who were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Date: \_\_\_\_\_

Signature of Complainant

\_\_\_\_\_

Print Name

To be completed by School:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

## General Complaint Form

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I hereby authorize Yu Ming Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_ Date: \_\_\_\_\_

Signature of Complainant

\_\_\_\_\_  
Print Name

To be completed by School:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

**YU MING CHARTER SCHOOL**  
**Student Family Handbook 2015-2016**

**Acknowledgement Form**

*Please Complete and return to the office.*

**As a user of Yu Ming technologies, I have read Student Use of Technology Policy (p. 38-42 in this Handbook) and hereby agree to comply with the Acceptable Use Agreement.**

Student Name (please print): \_\_\_\_\_ Grade: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name (please Print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**We have received and read the Yu Ming Student Family Handbook, and we agree to follow the School's policies as described in this document.**

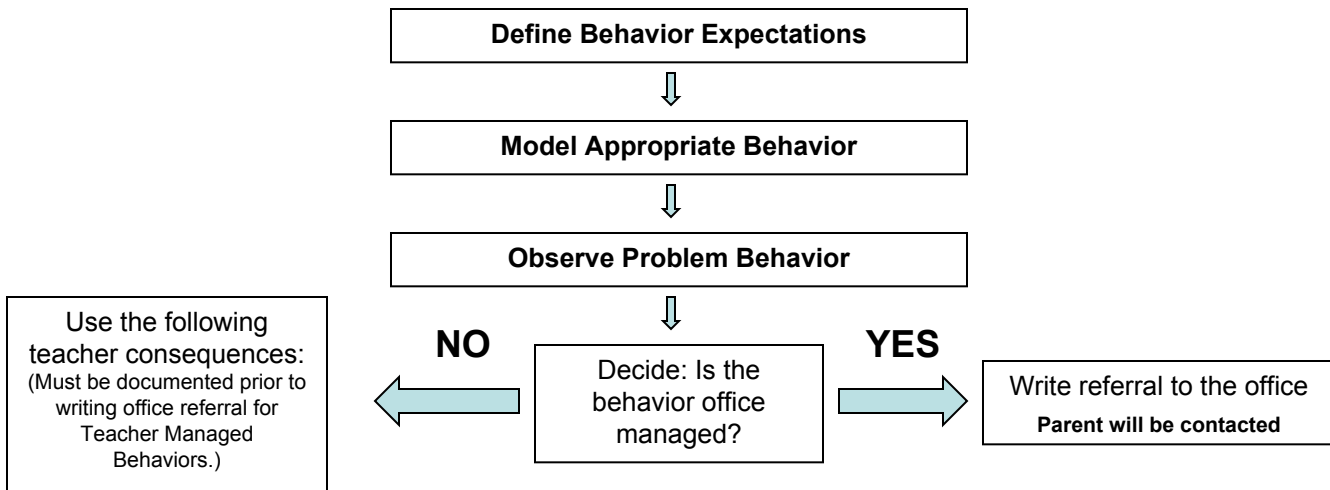
Student Name (please print): \_\_\_\_\_ Grade: \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature Date

\_\_\_\_\_  
Parent/Guardian Signature Date

# Yu Ming Charter School

## Student Behavior Management Process



**1<sup>st</sup> Offense:**  
Warning  
Teacher to student prompt

**2<sup>nd</sup> Offense:**  
Teacher determined redirection  
(restate expectations, reteach, provide choice, etc)

**3<sup>rd</sup> Offense:**  
Teacher determined consequence  
(i.e. lunch or after-school detention, seat change, loss of privilege)

**4<sup>th</sup> Offense:**  
Office Referral

Teacher Managed Behaviors (Minor)	Office Managed Behaviors (Major)
Minor Disrespect Minor Insubordination •Noncompliance or refusal to do work •Lateness Disruption •Calling Out •Minor Throwing •Minor Dishonesty Language •Inappropriate Tone or Attitude •Profanity Physical Contact •Running in the halls/horseplay Miscellaneous •Food or Drink •Gum •Material Misuse  <i>*See definitions on back</i>	Continuous Disruption •Chronic Minor Infractions (x3) Overt Defiance •Failure to Comply with teacher Consequences •Major Insubordination •Cell Phone Abusive Language •Profanity Towards adults Physical Aggression •Fighting or Aggressive •Weapons Inappropriate Affection •PDA Additional Major Infractions •Harassment •Bullying •Academic Dishonesty •Skipping Class •Drugs/Alcohol •Smoking •Vandalism •Theft •Threats

Administrator  
Restates  
Behavior  
Expectation  
with Student

+

Administrator  
Issues  
Appropriate  
Consequence

+

Administrator  
Contacts  
Parents

+

Administrator  
Provides  
Teacher  
Feedback



[Date]

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). The results of the CELDT help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the CELDT for the current school year, and the results are attached. **Based on your child's performance on this test, [he or she] may be reclassified as fluent English proficient (RFEP).** In addition to the CELDT results, criteria used to make this decision include an evaluation of your child's academic performance by the teacher, your opinion as the parents or guardians about his/her proficiency in English, and your child's performance on the California required tests for English Language Arts.

You are invited to attend a special meeting at the school to discuss the reclassification process and the recommended program for your child on **[date]** at **[time]** in **[location]**. Please contact the school office at **[phone number]** to tell us whether or not you are able to attend. Questions about the CELDT or your child's results also should be directed to the same number.

We urge you to attend this important meeting and continue to be actively involved in your child's learning.

Sincerely,

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Principal

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Date



Jeremy M. Meyers, Superintendent  
David M. Toston, Executive Director

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September 18, 2015

Karen Monroe  
Alameda County Office of Education  
313 West Winton Avenue  
Hayward, CA 94544

Dear Ms. Monroe:

Yu Ming Charter School has been a member in the El Dorado County Charter SELPA since 2011. Yu Ming Charter School has at all times been a member in good standing and has demonstrated the commitment and capacity to function as an LEA for special education services.

Please contact me if you have any questions.

Sincerely,

David M. Toston  
Executive Director

DMT/nt

cc:

Gloria Lee, Board of Directors, Yu Ming Charter School  
Jamilia Dugan, Assistant Principal, Yu Ming Charter School  
Sue Park, Principal, Yu Ming Charter School



## **IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504**

### **SECTION 504 POLICY**

The Board of Directors of Yu Ming Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 (“IDEA”).

The Principal shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s administrative regulation.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If Yu Ming Charter School does not assess a student after a parent has requested an assessment, Yu Ming Charter School shall provide notice of the parent’s/guardian’s procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student’s individual needs. The student’s parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Yu Ming Charter School shall periodically review the student’s progress and placement.

Yu Ming Charter School will implement this policy through its corresponding Administrative Regulations.

## IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

### SECTION 504 ADMINISTRATIVE REGULATIONS

#### A. Definitions

1. *Academic Setting* – the regular, educational environment operated by Yu Ming Charter School (the “Charter School”)
2. *Individual with a Disability under Section 504* – An individual who:
  - a. has a physical or mental impairment that substantially limits one or more major life activities;
  - b. has a record of such an impairment; or
  - c. is regarded as having such an impairment.
3. *Evaluation* – procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. *504 Plan* – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.
5. *Free Appropriate Public Education (“FAPE”)* – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. *Major Life Activities* - Functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
7. *Physical or Mental Impairment* –
  - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
  - b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. *504 Coordinator* – The Assistant Principal, Jamila Dugan, shall serve as the Charter School’s Section 504 coordinator. The parents or guardians may request a Section

504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at (510) 452-2063.

9. *Has a record of such an impairment* - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. *Is regarded as having an impairment* - means
  - a. An individual meets the requirement of “being regarded as having such an impairment” if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
  - b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

## **B. Referral, Assessment and Evaluation Procedures**

1. The Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student’s file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student’s parents/guardians and other persons knowledgeable about the student (such as the student’s regular education teachers), the student’s school history, the student’s individual needs (such as a person knowledgeable about the student’s disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a

student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:
  - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
  - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
  - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

### **C. 504 Plan**

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. The Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) days of starting school, the Charter School shall schedule a 504 Team meeting to review the existing 504 Plan.

The Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

#### **D. Review of the Student's Progress**

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

#### **E. Procedural Safeguards**

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
  - Examine relevant records
  - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
  - Have the right to file a Uniform Complaint pursuant to school policy
  - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the Principal and 504 Coordinator, Yu Ming Charter School, 1086 Alcatraz Ave, Oakland, CA 94608. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
3. The Principal shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within El Dorado County SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:

- The specific decision or action with which the parent/guardian disagrees.
  - The changes to the 504 Plan the parent/guardian seeks.
  - Any other information the parent/guardian believes is pertinent.
5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
- Mediation by a neutral third party.
  - Review of the 504 Plan by the Principal or designee.
6. Within 10 calendar days of receiving the parent/guardian's request, the Principal or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
8. The parent/guardian and the Charter School shall be afforded the rights to:
- Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
  - Present written and oral evidence.
  - Question and cross-examine witnesses.
  - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

#### **F. Suspension and Expulsion, Special Procedures for Students with Disabilities**

The Charter School shall follow the suspension and expulsion policy and procedures as set

forth in the charter. A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The Charter School will follow the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

### 1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student’s file, including the child’s IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
- b. If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

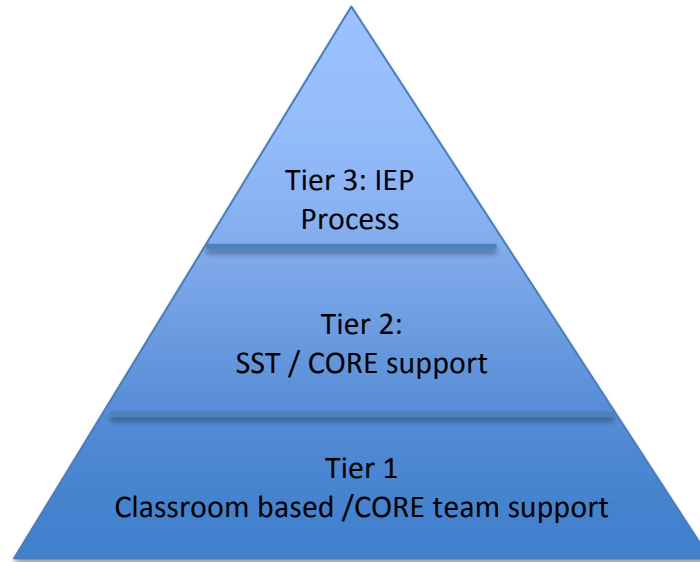


If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## **Intervention Process for Academic and Behavioral Challenges**

*Goal: To provide teachers with the strategies and tools to meet the needs of a variety of learners*



Moving up the Pyramid of Interventions, the few students who make it to referral for an IEP will have met all of the following criteria: they will have been through at least two interventions that were unsuccessful, the general education department will have exhausted interventions available to them, their challenge will appear to be chronic rather than temporary and their challenges may require more in depth analysis.

### **Tier 1**

Teachers work on behavioral issues in the classroom using problem-solving steps with the student. For behavior issues either the Director of Instruction or the School Counselor must be involved in the process.

#### *Steps and Documentation:*

- a. Behavior Data Collection
- b. Observation from Counselor or Director of Instruction
- c. Referral to the CARE team
- d. Tier 1 Intervention Plan Summary Doc.

Supporting documents listed under appendix T1a, T1b, T1c, T1d

### **Tier 2**

After 4-6 weeks of implementation of Tier 1 if the behaviors persist proceed to Tier 2.

#### *Steps and Documentation:*



- a. SST referral (schedule meeting within 2 weeks of referral; send parent forms home; teachers complete forms; student completes questionnaire)
- b. Modification checklist
- c. Student case record form
- d. Follow up meeting (after 6-8 weeks)
- e. Possible IEP referral

Supporting documents listed under appendix T2a, T2b, T2c, T2d, T2e

### **Tier 3**

After the second SST meeting should problems persist student should be referred to Tier 3.

#### *Steps and Documentation:*

- a. Case is referred to Special Education Coordinator
- b. Special Education Coordinator reviews documentation, speaks with teachers and parents to ensure s/he is up to date. Appropriate evaluations are determined.
- c. Sped Co sends home an Assessment Plan.

Supporting documents listed under appendix T3c

### **Special Notes:**

- Please do not recommend that parents write a letter making a referral to the Special Education Department for an evaluation of their child. If they have behavior and learning concerns for their students, guide them through the intervention process. If unsure about how to answer questions, refer parents to the Director of Instruction or the Special Education Director.
- If a parent does request an evaluation in writing, please give a copy of the letter to the Special Education Director and Director of Instruction.

### **Appendix**

**T1a:** Tier I Behavioral Data Collection Log (T1a)

**T1b:** Tier I Classroom Observation (T1b)

**T1c:** CARE Referral (T1c)

**T1d:** Intervention Plan Summary (T1d)

**T2a:** SST referral

**T2b:** Modification checklist

**T2c:** Student Case Record Form

**T2d:** Meeting Minutes Form

**T2e:** IEP referral Form

**Tier I Behavioral Data Collection Log (T1a)**

Student Name: \_\_\_\_\_

Behavior of Interest: \_\_\_\_\_

Time Span of Data Collection: \_\_\_\_\_

Date	Time/ Activity	Concern Being Observed	What happened immediately before the behavior occurred (transitions, interactions, etc)?	What happened immediately after the incident (adult and peer response, student response, etc.)?	Frequency (Use for Tally Marks and Include Average When Data Collection Complete)

Analysis and Conclusions Based on Data:

### **Tier I Classroom Observation (T1b)**

Student Name:	Grade:	Date:
Teacher:	School:	
Observer:	Observer's Title:	
Number of Teacher's Present:	Number of Students:	Time of Day:

<i>Subject Observed (please check one subject)</i>			
<input type="checkbox"/> Art	<input type="checkbox"/> Language Arts/Writing	<input type="checkbox"/> Music	<input type="checkbox"/> Reading
<input type="checkbox"/> Computers	<input type="checkbox"/> Library	<input type="checkbox"/> Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Free Time	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Recess	<input type="checkbox"/> Social Studies
<i>Learning Situation (please check all that apply)</i>			
<input type="checkbox"/> Regular classroom	<input type="checkbox"/> Single teacher	<input type="checkbox"/> Self-contained classroom	<input type="checkbox"/> Multiple teachers in room
<input type="checkbox"/> Homeroom grouping	<input type="checkbox"/> Direct instruction (lecture)	<input type="checkbox"/> Ability grouping	<input type="checkbox"/> Cooperative learning (group)
<input type="checkbox"/> Whole class	<input type="checkbox"/> Independent work	<input type="checkbox"/> Small group	<input type="checkbox"/> One-on-one tutor/assistance
<i>Student Behaviors Observed (please check all that apply)</i>			
<input type="checkbox"/> Aggressive toward children	<input type="checkbox"/> Controls discussions	<input type="checkbox"/> Easily distracted	<input type="checkbox"/> Sits quietly
<input type="checkbox"/> Asks for help	<input type="checkbox"/> Daydreams	<input type="checkbox"/> Easily frustrated	<input type="checkbox"/> Speech problems
<input type="checkbox"/> Attentive	<input type="checkbox"/> Demands excessive attention	<input type="checkbox"/> Friendly	<input type="checkbox"/> Talks excessively
<input type="checkbox"/> Avoids eye contact	<input type="checkbox"/> Difficulty copying from board	<input type="checkbox"/> Immature behavior	<input type="checkbox"/> Talks out of turn
<input type="checkbox"/> Avoids groups	<input type="checkbox"/> Disorganized work habits	<input type="checkbox"/> Neat appearance	<input type="checkbox"/> Trouble finding place
<input type="checkbox"/> Careless mistakes	<input type="checkbox"/> Displays leadership ability	<input type="checkbox"/> Obscene/inappropriate speech	<input type="checkbox"/> Unusual language
<input type="checkbox"/> Completes work on time	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Overactive, restless	<input type="checkbox"/> Withdrawn
<input type="checkbox"/> Constantly out of seat	<input type="checkbox"/> Does not complete tasks	<input type="checkbox"/> Perseverates/repeats behavior	<input type="checkbox"/> Works well by self
<input type="checkbox"/> Contributes to class discussion	<input type="checkbox"/> Does not follow directions	<input type="checkbox"/> Short attention span	<input type="checkbox"/> Works well with others
<i>Learning Environment (please check only one description for each environmental factor)</i>			
<i>Classroom design:</i>	<input type="checkbox"/> Traditional four-wall & door	<input type="checkbox"/> Open/pod design	<input type="checkbox"/> Other
<i>Classroom lighting:</i>	<input type="checkbox"/> Bright	<input type="checkbox"/> Moderate	<input type="checkbox"/> Inadequate
<i>Seating arrangement:</i>	<input type="checkbox"/> Rows facing front	<input type="checkbox"/> Desk groupings	<input type="checkbox"/> U-shaped facing front
<i>Student placement:</i>	<input type="checkbox"/> Back / middle of room	<input type="checkbox"/> Front of room	<input type="checkbox"/> Near teacher's desk
<i>Temperature:</i>	<input type="checkbox"/> Hot / stuffy	<input type="checkbox"/> Comfortable	<input type="checkbox"/> Chilly
<i>Noise levels:</i>	<input type="checkbox"/> Quiet	<input type="checkbox"/> Moderate	<input type="checkbox"/> Noisy
Were there hallway noises or other distractions? <input type="checkbox"/> yes <input type="checkbox"/> no		Did visitors interrupt the lesson? <input type="checkbox"/> yes <input type="checkbox"/> no	
<i>Student Responses to Teacher and Peers (all that apply)</i>		<i>Student Communication with Teacher (all that apply)</i>	
<input type="checkbox"/> Fast	<input type="checkbox"/> Well organized	<input type="checkbox"/> Frequently	<input type="checkbox"/> Infrequently
<input type="checkbox"/> Moderate	<input type="checkbox"/> Clear and understandable	<input type="checkbox"/> Voluntary	<input type="checkbox"/> Teacher-initiated
<input type="checkbox"/> Slow	<input type="checkbox"/> Difficulty expressing self	<input type="checkbox"/> Interrupts teacher	<input type="checkbox"/> Interrupts peers



<input type="checkbox"/> With prompting	<input type="checkbox"/> Spoke softly	<input type="checkbox"/> Ignores teacher	<input type="checkbox"/> Ignores peers
<input type="checkbox"/> Blurted out-of-turn	<input type="checkbox"/> Off the subject of discussion	<input type="checkbox"/> Attention-seeking	<input type="checkbox"/> Enjoys argument/goading
<i>Other Significant Student Behaviors or Student / Teacher Interactions (use back of this form if necessary)</i>			

### Teacher Narrative

Student Name:		Grade:	Date:
DOB:	Aires#:	Parent:	
		School:	

Teachers' clinical observations regarding the student's current academic, social, and behavioral performance provide crucial information regarding the student's strengths and weaknesses. To better assess the student's needs, please write in narrative form a summary of the student's overall performance in your classroom. Be sure to include any and all interventions you have used with the student in relation to the area(s) targeted for instruction/intervention.

### Academic, Behavioral, Social, and Emotional Observations

<i>Please describe your observation in narrative or bullet format</i>
Teacher's Signature:



## CARE Referral (T1c)

STUDENT INFORMATION			
Student Name:		Age:	Date of Birth:
Classroom Teacher:	Referred By:	Previously Retained?: <input type="checkbox"/> YES <input type="checkbox"/> NO	Special Ed. IEP?: If yes, please see Case Manager with these concerns. <input type="checkbox"/> YES <input type="checkbox"/> NO
Parent/Guardian:		Phone # [OR OTHER CONTACT INFORMATION]:	
E.L.L.?: <input type="checkbox"/> YES <input type="checkbox"/> NO HOME LANGUAGE?:		Referral Date:	<u>OFFICE USE:</u> CARE Team Meeting Date:

HOME/LIFE INFORMATION
<p><b>List any relevant information/history:</b> [i.e. – siblings, custodial parent, other adult(s) living in the home]</p> <p>Who did you speak with at home to gather this information?</p>

STRENGTHS

ACADEMIC CONCERNS		
<input type="checkbox"/> MEMORY DIFFICULTIES <input type="checkbox"/> FINE MOTOR DIFFICULTIES <input type="checkbox"/> GROSS MOTOR DIFFICULTIES <input type="checkbox"/> CARELESS WITH WORK	<input type="checkbox"/> ATTENDANCE/TRUANCY <input type="checkbox"/> POOR ORGANIZATIONAL SKILLS <input type="checkbox"/> ATTENTION <input type="checkbox"/> POOR HANDWRITING	<input type="checkbox"/> TIME MANAGEMENT <input type="checkbox"/> DOES NOT COMPLETE ASSIGNMENTS <input type="checkbox"/> DOES NOT/ CAN NOT FOLLOW DIRECTIONS <input type="checkbox"/> LANGUAGE AND COMMUNICATION
<input type="checkbox"/> OTHER CONCERNS: <hr/> <hr/>		

### SOCIAL • EMOTIONAL • BEHAVIORAL CONCERNS

<input type="checkbox"/> INATTENTION <input type="checkbox"/> DISTRACTIBILITY <input type="checkbox"/> UNMOTIVATED <input type="checkbox"/> DIFFICULTY W/ PEER INTERACTIONS <input type="checkbox"/> ANGER MANAGEMENT (IRRITABLE, LOW FRUSTRATION TOLERANCE) <input type="checkbox"/> DOES NOT/ CANNOT FOLLOW DIRECTIONS	<input type="checkbox"/> NON-COMPLIANCE <input type="checkbox"/> AGGRESSION/FIGHTING <input type="checkbox"/> BULLYING/TEASING/THREATENING <input type="checkbox"/> CHRONICALLY DISRUPTIVE <input type="checkbox"/> SEXUALIZED BEHAVIOR <input type="checkbox"/> SEXUAL HARASSMENT <input type="checkbox"/> GENDER IDENTITY	<input type="checkbox"/> STEALING <input type="checkbox"/> ANXIETY <input type="checkbox"/> GRIEF <input type="checkbox"/> SELF ESTEEM/ SELF WORTH <input type="checkbox"/> APPEARS DEPRESSED, SAD, WITHDRAWN <input type="checkbox"/> GANG INVOLVEMENT <input type="checkbox"/> ENGAGES IN DANGEROUS BEHAVIOR
<input type="checkbox"/> OTHER CONCERNS: _____ _____		

### HEALTH CONCERNS

<input type="checkbox"/> HEADACHES <input type="checkbox"/> EARACHES <input type="checkbox"/> HYGIENE	<input type="checkbox"/> GLASSES ____ NEEDS ____ HAS ____ WEARS <input type="checkbox"/> ASTHMA <input type="checkbox"/> FATIGUE	<input type="checkbox"/> MEDICATIONS <input type="checkbox"/> STOMACH COMPLAINTS <input type="checkbox"/> PHYSICAL DISABILITY
<input type="checkbox"/> OTHER CONCERNS: _____ _____		

### CURRENT INTERVENTION

School Based		Community Based
<input type="checkbox"/> IN-CLASS DIFFERENTIATION <input type="checkbox"/> SMALL GROUP INSTRUCTION <input type="checkbox"/> MODIFIED ASSIGNMENTS <input type="checkbox"/> INCENTIVES <input type="checkbox"/> PARENT CONFERENCE <input type="checkbox"/> PULL-OUT GROUP	<input type="checkbox"/> AFTER SCHOOL PROGRAMS <input type="checkbox"/> INDIVIDUAL TUTORING/EXTRA HELP <input type="checkbox"/> MENTORING <input type="checkbox"/> HOMEWORK HELP <input type="checkbox"/> OTHER: _____ <input type="checkbox"/> OTHER: _____	<input type="checkbox"/> BEHAVIOR CONTRACT/PLAN <input type="checkbox"/> COUNSELING SERVICES ____ SCHOOL/INDIVIDUAL ____ SCHOOL/GROUP ____ OUTSIDE AGENCY _____ <input type="checkbox"/> OTHER: _____ <input type="checkbox"/> OTHER: _____



## **Intervention Plan Summary (T1d)**

Student Name:

Date:

Teachers:

### **Tier 1 Intervention Plan**

Present at the Meeting:

Family Information (Who lives in the child's home? What is the nightly schedule like?):

Interests and Strengths:

Challenge(s):

Baseline for the Academic Skill or Behavior(s) (On average, how many times in a day or in a week is the behavior exhibited?):

Interventions already tried/known effective strategies:

Parent Feedback (Is the academic challenge or behavior present at home? If so, how do the parents support it or respond?):

New Interventions:

Goal (What is a reasonable expectation for the skill or behavior to improve from the baseline in 4 weeks/):

Intervention Results:

Follow up Meeting Date (Should be no later than a month from the initial meeting date):



**SST referral (T2a)**

**Yu Ming Charter School  
CORE TEAM/Student Success Team Initial Referral Form**

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Date \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_

**AREAS OF STRENGTH**, i.e. social skills, peer relationships, musical or artistic talents, physical skills, self-motivation, verbal skills, leadership qualities, etc.

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**REASON FOR REFERRAL:** State area(s) of concern.

Behavior \_\_\_\_\_

---

Academics \_\_\_\_\_

---

Health \_\_\_\_\_

---

Other \_\_\_\_\_

---

**CUMULATIVE RECORD SEARCH** i.e. previously known information, teacher/parent comments, test scores \_\_\_\_\_

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Check staff that you think should be alerted:

\_\_\_\_\_ Principal

\_\_\_\_\_ Speech Pathologist

\_\_\_\_\_ Nurse/Health Consultant

\_\_\_\_\_ School Counselor

\_\_\_\_\_ Previous Teacher(s) \_\_\_\_\_

\_\_\_\_\_ Other \_\_\_\_\_

## Modification checklist (T2b)

MODIFICATION CHECKLIST			
Teaching Modifications	Date Initiated	Duration	Comments
Vary voice volume			
Use eye contact			
Teacher circulates around room			
Use hand on shoulder contact			
Assignments modified and/or shortened			
Alternative curriculum			
Individual contracts			
Buddy system			
Notebook for assignments/parents			
Extend time allotment			
Repeat instructions/directions			
Limit number of oral instructions			
List assignments/instruction on board			
Immediate feedback to learner			
Provide handouts of materials to be copied			
Visual cues on student's desk			
Overhead projector use			

MODIFICATION CHECKLIST p2				
Teaching Modifications	Date Initiated	Duration	Comments	
Alternative grading criteria				
Copying/tracing tasks for motor problems				
Extra encouragement				
Private talks with student				
Behavior modifications (Describe below)				
Other:				
<b>School Interventions</b>				
Peer tutoring				
Partner or buddy system				
Before or after school tutorial				
Consultation with other staff members				
Behavior referrals/suspensions				
Other:				

MODIFICATION CHECKLIST p3				
Teaching Modifications	Date Initiated	Duration	Comments	
<b>Increased Student Accountability</b>				
Parent conference(s)				
Classroom contacts				
Weekly/daily progress reports				
Other:				
<b>Environment</b>				
Changing of seating/special study area				
Reduce noise/distractions				
Change "groups"				
Other:				
<b>Alternate Materials</b>				
Use of tapes/audiovisual materials				
Manipulatives				
Computer software/learning games				
Lower grade-level books				
Other:				



**T2c**

**Student Case Record Form**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_ Parent Name: \_\_\_\_\_ Ph. #: \_\_\_\_\_

DATE & TIME	TYPE OF CONTACT	WITH WHOM	COMMENTS	INITIALS
	<input type="checkbox"/> Phone <input type="checkbox"/> Mtg. <input type="checkbox"/> Couns. <input type="checkbox"/> Email			
	<input type="checkbox"/> Phone <input type="checkbox"/> Mtg. <input type="checkbox"/> Couns. <input type="checkbox"/> Email			
	<input type="checkbox"/> Phone <input type="checkbox"/> Mtg. <input type="checkbox"/> Couns. <input type="checkbox"/> Email			
	<input type="checkbox"/> Phone <input type="checkbox"/> Mtg. <input type="checkbox"/> Couns. <input type="checkbox"/> Email			
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	<input type="checkbox"/> Phone <input type="checkbox"/> Mtg. <input type="checkbox"/> Couns. <input type="checkbox"/> Email			



**T2d**

**Meeting Minutes**

Meeting Date: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Meeting Purpose: \_\_\_\_\_

Present For Meeting:

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Notes:

Progress against goals?

Areas of Challenge?

Next Steps?

**Decision/Recommendations:** \_\_\_\_\_

Follow-Up Needed? \_\_\_ YES \_\_\_ NO

Task(s): \_\_\_\_\_

Person (s) Responsible: \_\_\_\_\_

**Due Date:** \_\_\_\_\_

**Minutes Written By:** \_\_\_\_\_



**T2e**

**IEP Referral Form**

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Date \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_

**AREAS OF STRENGTH**, i.e. social skills, peer relationships, musical or artistic talents, physical skills, self-motivation, verbal skills, leadership qualities, etc.

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**REASON FOR REFERRAL:** State area(s) of concern.

Behavior \_\_\_\_\_

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Academics \_\_\_\_\_

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Health \_\_\_\_\_

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Other \_\_\_\_\_

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**CUMULATIVE RECORD SEARCH** i.e. previously known information, teacher/parent comments, test scores \_\_\_\_\_

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Check staff that you think should be alerted:

\_\_\_\_\_ Principal

\_\_\_\_\_ Speech Pathologist

\_\_\_\_\_ Nurse/Health Consultant

\_\_\_\_\_ School Counselor

\_\_\_\_\_ Previous Teacher(s) \_\_\_\_\_

\_\_\_\_\_ Other \_\_\_\_\_



# CHARTER RENEWAL PETITION

## APPENDIX III: MEASURABLE PUPIL OUTCOMES

LEA: Yu Ming Charter School

Contact: Sue Park, Head of School, [spark@yumingschool.org](mailto:spark@yumingschool.org) 510 452 2016

LCAP Year: 2015-16

### ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## State Priorities

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

### **B. Pupil Outcomes:**

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

### **C. Engagement:**

**Parental involvement:** *efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

**Pupil engagement:** *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

**School climate:** *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

## Section 1: Stakeholder Engagement

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Over the course of the 2014-2015 Yu Ming Charter School (YMCS) actively sought input from our key stakeholders around issues outlined in our first LCAP. For example we conducted 2 student surveys, 2 staff surveys (and 1 additional staff survey on compensation) and 1 general parent survey as well as 1 parent survey for our special education population.</p> <p>Input for this coming year's LCAP (2015-16) was sought specifically in the following ways:</p> <p><b>Thursday 16<sup>th</sup> April, 2015:</b> LCAP process and timeline was shared with the board. This served as an introduction to the board and as a means to get input on the process outlined.</p> <p><b>Wednesday 13<sup>th</sup> May, 2015 from 6 pm to 8 pm:</b> An evening Parent Forum hosted by the Principal. This was advertised in the newsletter in both English and Chinese and reminders were sent out to the whole parent community in both languages from our 'One Call Now' alert system. The meeting was held to both provide information on what LCAP is (using a PowerPoint deck), what the process for drafting the plan looks like and to take feedback on 5 essential questions related to goals 1 through 5.</p> <p><b>Friday 15<sup>th</sup> May, 2015 from 8.30 to 10 am:</b> A Coffee with the Head of Professional Development was hosted. This was advertised with parents in the same manner as the above meeting. This meeting had the same goals as the above meeting but was scheduled at an alternative time to try and maximize parent participation</p> <p><b>Friday 15<sup>th</sup> May, 2015:</b> Report of these meetings with the presentation deck and a Google doc for parents to ask questions or provide input was shared in the school newsletter- again this was translated into Chinese and English. This was intended to allow parents who were not able to attend to also provide input on the essential questions.</p>	<p>YMCS used the information shared with the school from parents, staff and students to determine areas of need and related action items and metrics.</p> <p>The broad areas of need as identified by the stakeholders are summarized below:</p> <p><b>Students</b>  Student's main area of improvement was social emotional learning and support. Students felt like there are both teachers and students who could be 'nicer' and 'more supportive'. Students liked the idea of either more counselors and/ or peer counselors to support conflict management.</p> <p><b>Parents</b>  Parents suggested making Chinese language more accessible at home for students and families by having more activities based in environmental print and better utilizing technology.</p> <p>Parents also felt that more support services were needed in Chinese (for example counselors who speak Chinese)</p> <p>Parents suggested that we create more opportunities for parents to engage in multiple ways. This could include more events that are for both parents and children.</p> <p><b>Staff</b>  Staff felt that we should focus on increasing collaboration, project based learning, socio-emotional skill development, and PBIS implementation. Teachers also felt that the school needed more teaching materials for all of the above and that teacher training time should be focused on new CCSS aligned curriculum implementation</p>

<p><b>Thursday May 21<sup>st</sup>, 2015;</b> A First draft was shared with the board (public hearing)</p> <p><b>June 1<sup>st</sup>, 2015 through 5<sup>th</sup>:</b> Student Focus groups held throughout the week. The Head of PD used a set of questions with different groups of students in 3<sup>rd</sup> and 4<sup>th</sup> grade to gain an understanding of what students appreciate most about the school and what they feel could be improved – as well as asking for suggestions</p> <p><b>Friday 29<sup>th</sup> May, 2015:</b> Staff survey specific to LCAP. As above, this was designed to capture the staff voice on what our LCAP areas of focus should be for next year.</p> <p><b>Saturday 20<sup>th</sup> June, 2015:</b> Final Draft shared with the board for approval</p>	<p>and differentiation. Finally teachers wanted to see more authentic opportunities for students to use Chinese-such as trips to China, exchange programs and guest speakers</p> <p>The input provided helped us to determine our focus for the Annual Update- what goals and action items should remain the same and which needed updating. We were able to determine the following goals for the 2015-16 LCAP. These goals cover one or more state or local priority each (as listed)</p> <p><b>Goal 1: To provide an academically rigorous, common core aligned college preparatory program</b></p> <p>In Support of State Priorities: 4, 2 &amp; 7</p> <p><b>Goal 2: To graduate students with bilingual and ‘bi-literate’ skills in Mandarin Chinese through: Increasing the percentage of students meeting end of year benchmarks for MLA</b></p> <p>In Support of Local Priorities: 8</p> <p><b>Goal 3: To graduate community minded, diligent and independent learners with intellectual curiosity and a growth mindset</b></p> <p>In support of Local Priorities: 8</p> <p><b>Goal 4: For every student and member of staff to reach their full potential through providing a broad course of study and equal access to programs and services</b></p> <p>In Support of State Priorities: 1 &amp; 6</p>
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	<p><b>Goal 5: To have a highly engaged parent, student and staff population fully invested in the school community and academic program who feel connected</b></p> <p>In Support of State Priorities: 5 &amp; 3</p>
<p><b>Annual Update:</b> Over the course of the 2014-2015 year Yu Ming Charter School (YMCS) actively reviewed progress against school goals and monitored progress on action items with our key stakeholders.</p> <p>In September a team meeting was held where members of staff were given ownership over some of the action items related to these goals. We talked about how we would monitor progress towards our goals for each action item.</p> <p>Also in September Staff “Task forces” were assigned in the following areas: Student Climate and Culture Staff Climate and Culture Cultural Competence Technology and Innovation Common Core and SBAC</p> <p>In the Early Fall we contracted with Panorama Education- an educational survey organization that helps to develop, administer and report of school surveys.</p> <p>In the late Fall we conducted our first student and staff survey. In addition at this time (in relation to the action item of reviewing salary to ensure market alignment and competitiveness) we administered a teacher compensation survey. Results from this survey were used by the compensation committee of the board to</p>	<p><b>Annual Update:</b> <i>See above for goals for the 2015-16 year</i></p>

<p>develop a compensation plan, which was created and shared with staff in March of 2015 to go into effect for the 2015-16 year.</p> <p>At the end of the year (June) we conducted our second round of staff and student surveys and our annual parent survey.</p> <p>In addition we surveyed our special education families to get feedback as per one of our action items. Results from the end of year surveys are still to come.</p>	
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## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

### Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, school wide, countywide, or charter wide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL:	<u>Pupil Outcomes 1: Core subjects</u> To provide an academically rigorous, common core aligned college preparatory program		Related State and/or Local Priorities: 1__ 2__ <u>X</u> 3__ 4__ <u>X</u> 5__ 6__ 7__ <u>X</u> 8__ COE only: 9__ 10__ Local: Specify _____	
	<b>Identified Need:</b> <b>Need:</b> In order for every student who attends Yu Ming to be successful in college and career it is our responsibility to ensure all students reach their full potential and are measured against high expectations in all subjects throughout their academic career at our school  <b>Metrics:</b> K-2nd DRA in ELA K-2nd MAP in Math 3rd grade and up SBAC assessments in Math and ELA CELDT NGSS aligned end of unit assessments			
Goal Applies to:	Schools:	YMCS		
	Applicable Pupil Subgroups:	All, Students from Low-income Families, English Language Learners		
<b>LCAP Year 1: 2014 -15</b>				
Expected Annual Measurable Outcomes:	Metric		Target	
	Establish ELA proficiency baselines as measured by the CAASPP		Baseline TBD	
	Establish Math proficiency baselines as measured by the CAASPP		Baseline TBD	
	Establish Math and ELA below proficiency baselines as measured by the CAASPP		Baseline TBD	
	Students have access to the appropriate CCSS textbooks for Math and English		100%	
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>1.1 Provide professional development opportunities to staff to build their Common Core expertise and understanding</p> <p>1.2 Provide CCSS aligned instructional materials with embedded assessments wherever possible</p> <p>1.3 Employ 1* PT and 1*FTE to cover English classes for K-2 (10%) instruction so that the teachers can both teach lessons and provide Reading Coach support to every student performing below grade level</p> <p>1.4 To develop and implement a rigorous early literacy program through professional development and through developing common writing assignments that assess specific CCSS throughout the year across English and Mandarin</p> <p>1.5 To develop a sound infrastructure for ongoing analysis of student performance and progress through use of technology such as NWEA's online assessment for Math and English Measure of Academic Progress (MAP) to be used in combination with teacher developed assessments</p> <p>1.6 To continue to provide teaching staff with 1 half day every week for whole school training and collaboration.</p> <p>1.7 To hire a Head of PD to focus on pedagogy and instructional techniques for engagement as well as management and positive discipline</p> <p>1.8 Provide training for Special Ed Coordinator on how to write a CCSS aligned IEP</p> <p>1.9 Provide training for teachers in identifying high incidence special needs and classroom strategies to manage</p>	School wide	<p><u>  X  </u> ALL</p> <p>-----</p> <p>-----</p> <p>----</p> <p>OR:</p> <p><u>  </u> Low Income pupils</p> <p><u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient <u>  </u> Other</p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	<p>1.1 Conferences and consultant for NGSS \$15,000</p> <p>1.2 Science and ELA materials \$20,000</p> <p>1.3 \$112,000</p> <p>1.4 Internally produced with support from consultant at approx. \$3,000; Associated PD \$5,000</p> <p>1.5 Use of MAP at \$10/ student + training costs= \$4,500</p> <p>1.6 No direct cost</p> <p>1.7 Approx. \$30,000</p> <p>1.8 &amp; 1.9 Consultation and training provided for free by the EDCOE SELPA with support from the Program Specialist</p>
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**LCAP Year 2: 2015-16**

Expected Annual Measurable Outcomes:	<b>Metric</b>	<b>Target</b>		
	Baseline from 2015 SBAC results from ELA and add 3%	3% growth from baseline		
	Baseline from 2015 SBAC results from Math and add 3%	3% growth from baseline		
	Increase the number of students moving from 'Nearly met the standard' for ELA to 'Met the standard' range by 15%	15% movement of students up one category as described		
	Increase the number of students moving from 'Has not met the standard' for ELA to 'Nearly met the standard' range by 15%	15% movement of students up one category as described		
	Increase the number of students moving from 'Nearly met the standard' for Math to 'Met the standard' range by 15%	15% movement of students up one category as described		
	Increase the number of students moving from 'Has not met the standard' for Math to 'Nearly met the standard' range by 25%	25% movement of students up one category as described		
	Increase the percentage of students performing at or above grade level in reading, at every grade, K-2 <sup>nd</sup> increases, as measured by the end of year DRA in 2014-15	2% growth from baseline year 2014-15		
	Increase the percentage of students performing at 'average' or above in end of year MAP assessments for Math for K-2 <sup>nd</sup> increases at each grade, as measured by the end of year MAP in 2014-15	2% growth from baseline year 2014-15		
	Establish a baseline for students attaining 'Met the standard' for NGSS aligned end of science units across grades K-5 <sup>th</sup> in Life Science, Earth and Space Science and Physical Science	Baseline from 2015-16		
	Establish a baseline for the percentage of ELLs in our program for 5 years or more that reach English language proficiency	Baseline from 2015-16		
	The percentage of ELLs who make annual progress in learning English will be greater than the state defined expectation of 65% as measure by the annual CELDT	65%+		
	YMCS curriculum maps and assessments will reflect CCSS in core subjects and the broad course of study described under sections 51210 and 51220	Curriculum maps incorporate CCSS and broad course of study		
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>1.1 Provide in house professional development to build their Common Core expertise and understanding</p> <p>1.2 Provide CCSS aligned instructional materials with embedded assessments wherever possible</p> <p>1.3 To provide training specific to newly adopted CCSS aligned curricula such as 'Trailblazers' for math</p> <p>1.4 Employ 2* PT English staff to cover small group pull out support for below grade level readers (in K-2) and English Language learners across all grades. Utilize 3<sup>rd</sup> and 4<sup>th</sup> grade ELA teachers to provide at grade reading support for below grade readers according to their scheduled planning time of 30%</p> <p>1.5 To continue with common writing assignments that assess specific CCSS throughout the year across English and Mandarin</p> <p>1.6 To use a combination of the DRA and MAP to provide a foundation for tracking student progress in ELA and math for K through 2<sup>nd</sup> grade students</p> <p>1.7 To continue to provide teaching staff with 1 half day every week for whole school training and collaboration.</p> <p>1.8 To determine an end of unit assessment in Science for each grade in each area of science (3 in total per grade) that are NGSS aligned and that will be written into the report card</p>	School-wide	<p><u>X</u> ALL</p> <p>-----</p> <p>-----</p> <p>----</p> <p>OR:</p> <p>___Low Income pupils</p> <p>___English Learners</p> <p>___Foster Youth</p> <p>___Redesignated fluent English proficient ___Other</p> <p>Subgroups:(Specify)_____</p> <p>_____</p>	<p>1.1 In house Professional Development \$42,00</p> <p>1.2 Adoption of new CCSS aligned Math curricula 'Trailblazers' for \$8277.46</p> <p>1.3 Trailblazers PD and SVI PD approx. \$5,000</p> <p>1.4 ELA Reading Coach salaries \$70,245</p> <p>1.5 No direct cost</p> <p>1.6 MAP = \$3120 for K-2<sup>nd</sup> DRA already purchased in 2013-14</p> <p>1.7 No direct cost</p> <p>1.8 No direct cost – linked to FOSS and STC kits already purchased</p>
<b>LCAP Year 3: 2016-17</b>			
Expected Annual	Metric	Target	

Measurable Outcomes:	Metric	Target		
	Increase SBAC results for ELA	5% growth from baseline		
	Increase SBAC results for Math	5% growth from baseline		
	Increase the number of students moving from ‘Nearly met the standard’ for ELA to ‘Met the standard’ range by 20%	20% movement of students up one category as described		
	Increase the number of students moving from ‘Has not met the standard’ for ELA to ‘Nearly met the standard’ range by 20%	20% movement of students up one category as described		
	Increase the number of students moving from ‘Nearly met the standard’ for Math to ‘Met the standard’ range by 20%	20% movement of students up one category as described		
	Increase the number of students moving from ‘Has not met the standard’ for Math to ‘Nearly met the standard’ range by 30%	30% movement of students up one category as described		
	Percentage of students performing at or above grade level in reading, at every grade, K-2 <sup>nd</sup> increases, as measured by the end of year DRA in 2014-15	2% growth from baseline year 2014-15 TBD		
	Percentage of students performing at ‘average’ or above in end of year MAP assessments for Math for K-2 <sup>nd</sup> increases at each grade, as measured by the end of year MAP in 2014-15	2% growth from baseline year 2014-15 TBD		
	Increase percentage of students attaining ‘Met the standard’ for NGSS aligned end of science units across grades K-5 <sup>th</sup> in Life Science, Earth and Space Science and Physical Science	Baseline + 3%		
	Increase the percentage of ELLs in our program for 5 years or more that reach English language proficiency will increase from 2015-16	Baseline +5%		
	The percentage of ELLs who make annual progress in learning English will be greater than the state defined expectation of 65% as measure by the annual CELDT	2014-15 % + 5%		
	YMCS curriculum maps and assessments will reflect CCSS in core subjects and the broad course of study described under sections 51210 and 51220	Curriculum maps incorporate CCSS and comprehensive coverage		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>1.1 Provide in house professional development to staff to build their Common Core expertise and understanding</p> <p>1.2 Provide CCSS aligned instructional materials with embedded assessments wherever possible</p> <p>1.3 To provide training specific to newly adopted CCSS aligned curricula</p> <p>1.4 Employ 2* PT English staff to cover small group pull out support for below grade level readers (in K-2) and English Language learners across all grades. Utilize 3<sup>rd</sup> and 4<sup>th</sup> grade ELA teachers to provide at grade reading support for below grade readers according to their scheduled planning time of 30%</p> <p>1.5 To continue with common writing assignments that assess specific CCSS reading and writing standards throughout the year across English and Mandarin</p> <p>1.6 To use a combination of the DRA and MAP to provide a foundation for tracking student progress in ELA and math for K through 2<sup>nd</sup> grade students</p> <p>1.7 To continue to provide teaching staff with 1 half day every week for whole school training and collaboration.</p> <p>1.8 To determine an end of unit assessment in Science for each grade in each area of science (3 in total per grade) that are NGSS aligned and that will be written into the report card</p>	School-wide	<p><u>  X  </u> ALL</p> <p>-----</p> <p>-----</p> <p>----</p> <p>OR:</p> <p><u>  </u> Low Income pupils</p> <p><u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient <u>  </u> Other</p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	<p>1.1 In house Professional Development \$56,000</p> <p>1.2 Continued purchase of Science, Math and ELA CCSS aligned materials approx. \$7,200</p> <p>1.3 Trailblazers PD and SVI PD approx. \$5,000</p> <p>1.4 ELA Reading Coach salaries \$81, 952</p> <p>1.5 No direct cost</p> <p>1.6 MAP = \$3120 for K-2<sup>nd</sup> DRA</p> <p>1.7 No direct cost</p> <p>1.8 No direct cost – linked to FOSS and STC kits already purchased</p>
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GOAL:	<p><u>Pupil Outcomes 2: Mandarin Chinese</u></p> <p>To graduate students with bilingual and ‘bi-literate’ skills in Mandarin Chinese through:</p> <p>Increasing the percentage of students meeting end of year benchmarks for MLA</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>  X  </u></p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
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Identified Need:	<b>Need:</b> YMCS aims for every student to leave highly proficient in speaking, comprehending, reading and writing Chinese by the time they graduate in 8 <sup>th</sup> grade			
	<b>Metrics:</b> ELLOPA (to be replaced in 2015-16) STAMP Internally developed reading and writing assessments (using Lingua Folio)			
	Schools:	YMCS		
	Applicable Pupil Subgroups:	All, Students from Low-income Families, English Language Learners		
LCAP Year 1: 2014-15				
Expected Annual Measurable Outcomes:				
	<b>Metric</b>		<b>Target / Actual</b>	
	85% of students attaining benchmark goal in speaking and listening on ELLOPA/SOPA		85% students at or above benchmarks / 92%	
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
2.1 Hire a Director of Instruction for the Mandarin program who will design curriculum and provide support to teachers in a variety of ways, including: selecting curricula materials, finding appropriate professional development opportunities and providing lesson observation and feedback.		School-wide	__ALL ----- ----- ----	2.1 to 2.3 \$215,000
				2.4 to 2.5 \$20,000
2.2 Employ a Mandarin Literacy Specialist to run push in and pull out services to all students below and above grade level as well as to provide support to teachers by providing techniques and resources to enhance reading strategies			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2.6 \$3,500
				2.7 \$93,000
2.3 Increase teacher pay to attract the best teachers from across the country with Mandarin immersion experience and curriculum design				2.8 No direct cost

<p>expertise/ qualifications</p> <p>2.4 Appoint Lead Teachers from existing staff for every two grade levels, so for example K-1st and 2nd-3rd and 4th-5th</p> <p>2.5 Appoint a Mandarin Assessment Coordinator from existing staff to coordinate assessment across all grade levels</p> <p>2.6 Continue to train teachers in how to prepare, administer and score the ELLOPA/ SOPA assessment through the Center for Applied Linguistics (CAL)</p> <p>2.7 Employ Teaching Assistants to assist with small group instruction and material preparation for class</p> <p>2.8 Continue to provide a HW club run by TAs for students identified as needing extra support with Mandarin</p>			
<b>LCAP Year 2: 2015-16</b>			
Expected Annual Measurable Outcomes:	<b>Metric</b>		
	STAMP (Standards -based Measurement of Proficiency) in Chinese for 3 <sup>rd</sup> grade students and up. Use 2015-16 as a baseline		Baseline from 2015-16 test
	End of trimester reading assessments- establish baseline for this new assessment		Baseline from 2015-16 test
	End of year writing assessments – establish a baseline for this new assessment		Baseline from 2015-16 test
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
			<b>Budgeted Expenditures</b>

<p>2.1 Continue to provide pull out group support for reading and writing in Chinese for below grade performers across all grades by leveraging teachers prep time (3rd and 4th grade), MLA reading specialist and Teaching Assistants</p> <p>2.2 Pilot 2 comprehensive MLA basal curricula that are aligned with the common core standards and out immersion model, and which will more effectively support student achievement of school MLA learning goals</p> <p>2.3 Appoint Lead Teachers, Assessment Coordinator and other stipend roles to ensure quality execution of the MLA program</p> <p>2.4 Switch assessments to ACTFL aligned 'STAMP' to provide more accurate information on student performance – to be used with our own internally developed assessments in reading and writing at lower grades</p> <p>2.5 To complete benchmarks for Middle School years in MLA with a clear goal for graduation and an aligned assessment</p>	School-wide	<p><u>X</u> ALL</p> <p>-----</p> <p>-----</p> <p>----</p> <p>OR:</p> <p><u>  </u> Low Income pupils</p> <p><u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient <u>  </u> Other</p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	<p>2.1 approximately \$41,000 in teaching staff salaries</p> <p>2.2 \$21,000</p> <p>2.3 \$20,000 in stipends</p> <p>2.4 \$3,120 (3<sup>rd</sup> through 5<sup>th</sup> grade)</p> <p>2.5 No direct cost</p>
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**LCAP Year 3: 2016-17**

Expected Annual Measurable Outcomes:			
	<b>Metric</b>	<b>Target</b>	
	Increase results from STAMP (Standards -based Measurement of Proficiency) in Chinese for 3 <sup>rd</sup> grade students and up. Use 2015-16 as a baseline	Baseline from 2015-16 test + 3%	
	Increase end of trimester reading assessment scores for every grade	Baseline from 2015-16 test + 3%	
	Increase end of year writing assessment scores for every grade	Baseline from 2015-16 test + 3%	
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>  <b>Budgeted Expenditures</b>

<p>2.1 Continue to provide pull out group support for reading and writing in Chinese for below grade performers across all grades by leveraging teachers prep time (3rd and 4th grade), MLA reading specialist and Teaching Assistants</p> <p>2.2 Select a new basal curriculum for Mandarin language arts as determined through the 2015-16 pilot</p> <p>2.3 Continue with stipend roles to ensure quality execution of the MLA program</p> <p>2.4 Continue with ACTFL aligned 'STAMP' to provide more accurate information on student performance – to be used with our own internally developed assessments in reading and writing at lower grades</p>	School-wide	<p><u>  X  </u> ALL</p> <p>-----</p> <p>-----</p> <p>----</p> <p>OR:</p> <p><u>  </u> Low Income pupils</p> <p><u>  </u> English Learners</p> <p><u>  </u> Foster Youth</p> <p><u>  </u> Redesignated fluent English proficient <u>  </u> Other</p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	<p>2.1 approximately \$47,833 in teaching staff salaries</p> <p>2.2 Between \$42,000 and \$84,000 depending upon curriculum choice</p> <p>2.3 \$25,000 in stipends</p> <p>2.4 \$4,160 (3<sup>rd</sup> through 6<sup>th</sup>)</p>
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GOAL:	<u>Pupil Outcome 3: Inquisitive Thinkers &amp; Diligent Learners</u>			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ 10__ Local: Specify _____		
Identified Need:		<b>Need:</b> To graduate engaged global citizens prepared for the 21st Century global workplace <b>Metrics:</b> SEL metrics NGSS metrics (moving to goal 1 for the 2015-16 update)				
Goal Applies to:		Schools:	YMCS			
		Applicable Pupil Subgroups:	All, Students from Low-income Families, English Language Learners			
LCAP Year 1: 2014-15						

Expected Annual Measurable Outcomes:			
	<b>Metric</b>	<b>Target</b>	
	Students meet NGSS appropriate to their grade level	55%	
	Students meet expectations or exceed expectations on Report Card for the school's four core values	65%	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>3.1 Provide NGSS aligned instructional materials that teach Scientific practice as well as content to ensure for an experiential approach to Science</p> <p>3.2 Build Units of Inquiry with built in assessment that integrate Science, Social Studies and History with ELA and MLA at every grade level</p> <p>3.3 Increase the use of non-fiction materials for use in MLA and ELA using 'Time for Kids' in English and 'National Geographic for Kids' in Mandarin</p> <p>3.4 Use Second Step curriculum at every grade level once per week to teach social and emotional intelligence</p> <p>3.5 To implement Responsive Classroom school-wide and to send all teaching staff to the summer workshops</p> <p>3.6 To develop a student 'Conflict Resolution Unit' CRU with 4th and 3rd graders to help support younger students resolve conflict on the yard at recess</p> <p>3.7 To develop tools for teaching and measuring the school's 4 core values; resilience, moral reasoning, compassion and wisdom</p> <p>3.7 To develop a plan for community service across grade levels as a way to measure 'community mindedness' and the above 4 core values</p>	School-wide	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p> <p>_____</p>	<p>3.1 Costs included above in 1.2</p> <p>3.2 Costs included above in teacher and Director of Instruction salary and consultant fees</p> <p>3.3 Approx. \$2,000</p> <p>3.4 \$8,000</p> <p>3.5 Approx. \$2,000 to pay for a trained facilitator</p> <p>3.6 to 3.7 Cost included in Director of Instruction's salary</p> <p>3.8 No cost associated with researching appropriate assessments</p>

3.8 Determine a suitable assessment tool for measuring the 4 core values			
LCAP Year 2: 2015-16			
Expected Annual Measurable Outcomes:	<b>Metric</b>		<b>Target</b>
	Students meet expectations or exceed expectations on Report Card for CARES from K-5 <sup>th</sup> grade		2014-15-baseline + 5%
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
3.1 Continue to build Units of Inquiry with built in assessment that integrate Science, Social Studies and History with ELA and MLA at every grade level	School-wide	<u>  X  </u> ALL ----- -----	3.1 Costs included above in teacher and Director of Instruction salary and consultant fees
3.2 Increase the use of non-fiction materials for use in MLA and ELA		OR: __Low Income pupils __English Learners	3.2 Approx. \$2,400
3.3 Use Second Step curriculum at every grade level once per week to teach social and emotional intelligence		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3.3 Approx. \$1,200 for each new grade level (1 per year)
3.4 To implement Responsive Classroom school-wide and to send all teaching staff to appropriate trainings			3.4 \$2,250
3.5 To increase leadership opportunities for our older elementary grade students, such as a 'Conflict Resolution Unit' CRU for 5 <sup>th</sup> graders to help support younger students resolve conflict on the yard at recess and to			3.5 Approx. \$2,500 to pay for a trained facilitator
3.6 To map the school's 4 core values; resilience, moral reasoning, compassion and wisdom against CARES and to establish a plan for teaching these skills explicitly and implicitly in Middle School along with			3.6 to 3.7 Cost included in salaries
			3.8 No cost associated with PBIS training- through ECOE SELPA
			3.9 in house PD- no additional

establishing criteria for measurement			cost
3.7 To develop a plan for community service across grade levels			
3.8 To implement PBIS school-wide with a focus on school-wide incentives			
3.9 Include training for staff on growth mindset and create a language for use with students to promote this approach to learning			

**LCAP Year 3: 2016-17**

Expected Annual Measurable Outcomes:			
	<b>Metric</b>	<b>Target</b>	
	Students meet expectations or exceed expectations on Report Card for CARES from K-5 <sup>th</sup> grade	2014-15 baseline + 7%	
	Students meet expectations for the 4 core values	2016-17 baseline	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
3.1 Continue to build Units of Inquiry with built in assessment that integrate Science, Social Studies and History with ELA and MLA at every grade level	School-wide	__ALL ----- -----	3.1 Costs included above in teacher and Director of Instruction salary and consultant fees
3.2 Increase the use of non-fiction materials for use in MLA and ELA		OR: __Low Income pupils __English Learners	3.2 Approx. \$2,800
3.3 Use Second Step curriculum at every grade level once per week to teach social and emotional intelligence		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3.3 Approx. \$1,200 for each new grade level
3.4 To implement Responsive Classroom school-wide and to send all teaching staff to appropriate trainings			3.4 \$2,500
3.5 To increase leadership opportunities for our older elementary grade students, such as a 'Conflict Resolution Unit' CRU for 5 <sup>th</sup> graders to help			3.5 Approx. \$3,000 to pay for a trained facilitator 3.6 to 3.7 Cost included in

support younger students resolve conflict on the yard at recess and to			salaries
3.6 To map the school's 4 core values; resilience, moral reasoning, compassion and wisdom against CARES and to establish a plan for teaching these skills explicitly and implicitly in Middle School along with establishing criteria for measurement			3.8 No cost associated with PBIS training- through ECOE SELPA
3.7 To develop a plan for community service across grade levels			3.9 Internally provided by Head of PD
3.8 To implement PBIS school-wide with a focus on school-wide incentives			
3.9 Include training for staff on growth mindset and create a language for use with students to promote this approach to learning amongst the student population			

GOAL:	<u>Conditions of learning:</u>		Related State and/or Local Priorities: 1_ <u>X</u> _ 2_ _ 3_ _ 4_ _ 5_ _ 6_ <u>X</u> _ 7_ _ 8_ _ COE only: 9_ _ 10_ _ Local: Specify _____
	<u>Goal 4</u> For every student and member of staff to reach their full potential through providing a broad course of study and equal access to programs and services		
Identified Need:	<b>Need:</b> For all students and staff to have a clean and healthy, physically and emotionally safe learning environment		
	<b>Metrics:</b> Surveys Staff retention Appropriately assigned teachers Course materials School Facilities Suspension and Expulsion rates		
Goal Applies to:	Schools:	YMCS	

Applicable Pupil Subgroups:		All, Students from Low-income Families, English Language Learners																							
LCAP Year 1: 2014-15																									
Expected Annual Measurable Outcomes:	<table><tr><th>Metric</th><th>Target</th></tr><tr><td>School Facility deemed to be in ‘Good’ or ‘Exemplary’ repair</td><td>Good/ Exemplary</td></tr><tr><td>Staff Satisfaction measured through a Net Promoter Score</td><td>NPS 30</td></tr><tr><td>High staff retention</td><td>90%</td></tr><tr><td>Determine a benchmark indicator for student satisfaction</td><td>Baseline</td></tr><tr><td>Determine baseline of # of reported incidents of bullying</td><td>Baseline</td></tr><tr><td>Teachers employed at the school to be working towards a full and cleared CA credential</td><td>100%</td></tr><tr><td>Preliminary credentialed teachers are to be enrolled in a BTSA program</td><td>100%</td></tr><tr><td>Teachers and TAs will meet the requirement of 7 days of professional development training in addition to their annual days of teaching</td><td>100%</td></tr><tr><td>Maintain a low suspension rate</td><td>3%</td></tr><tr><td>Maintain a low expulsion rate</td><td>2%</td></tr></table>			Metric	Target	School Facility deemed to be in ‘Good’ or ‘Exemplary’ repair	Good/ Exemplary	Staff Satisfaction measured through a Net Promoter Score	NPS 30	High staff retention	90%	Determine a benchmark indicator for student satisfaction	Baseline	Determine baseline of # of reported incidents of bullying	Baseline	Teachers employed at the school to be working towards a full and cleared CA credential	100%	Preliminary credentialed teachers are to be enrolled in a BTSA program	100%	Teachers and TAs will meet the requirement of 7 days of professional development training in addition to their annual days of teaching	100%	Maintain a low suspension rate	3%	Maintain a low expulsion rate	2%
	Metric	Target																							
	School Facility deemed to be in ‘Good’ or ‘Exemplary’ repair	Good/ Exemplary																							
	Staff Satisfaction measured through a Net Promoter Score	NPS 30																							
	High staff retention	90%																							
	Determine a benchmark indicator for student satisfaction	Baseline																							
	Determine baseline of # of reported incidents of bullying	Baseline																							
	Teachers employed at the school to be working towards a full and cleared CA credential	100%																							
	Preliminary credentialed teachers are to be enrolled in a BTSA program	100%																							
	Teachers and TAs will meet the requirement of 7 days of professional development training in addition to their annual days of teaching	100%																							
	Maintain a low suspension rate	3%																							
Maintain a low expulsion rate	2%																								
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures																					
4.1 The school Cultural Competence Committee ‘CCC’ will develop to be a parent and teacher organization with a clear sub-committee structure that addresses core needs of the school from enrollment to curriculum to policy			__ALL ----- ----- ----- OR: __Low Income pupils __English Learners	4.1 Approx.\$1,500 in consulting fees																					
4.2 A comprehensive tiered intervention process will be adopted with clearly identified				4.2 No direct cost (responsibility of																					

<p>supports at each level from documents to staffing support</p> <p>4.3a Core team meetings will take place once a week with a minimum of one Counselor, Administrator and Teacher present at every meeting. Meetings focus on students experiencing either academic or social/ emotional challenges and strategies that can be used to support them</p> <p>4.3b School to continue to implement PBIS which will include a tracking process for disciplinary procedures such as suspension by subgroups</p> <p>4.4a A school Counselor will be hired 3 days per week to support students through conflict resolution in the moment and friendship groups</p> <p>4.4b A Special Education Coordinator will be hired 3 days per week to coordinate services for the school's special education students</p> <p>4.4c Determine an internal review and dialogue process for parents of students with Special Education needs</p> <p>4.4d A school nurse will be hired to support students with specific medical needs as well the broader student population</p> <p>4.5 A summer retreat to include onboarding for new members of staff including a day training from 'Play Works'</p> <p>4.6 To continue to provide teaching staff with 1 half day every week for training and collaboration</p> <p>4.7 For all members of staff at the school to attend three days of Diversity Training through the school year</p> <p>4.8 All teachers and TAs to receive annual performance evaluation based on a number of criteria including but not limited to student performance, staff participation in school-wide</p>	<p>__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Counselor and Special Education Coordinator positions)</p> <p>4.3a As above</p> <p>4.3b PBIS training free, database costs TBD</p> <p>4.4 a-d \$113,000</p> <p>4.5 Some summer retreat costs are absorbed in other categories. "Play works" costs \$2,000</p> <p>4.6 No direct costs</p> <p>4.7 Approx. \$5,000 per year</p> <p>4.8 No direct cost</p> <p>4.9 No direct cost</p>
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goals and teaching observation																												
4.9 Adopt a rigorous teacher support and intervention plan for teachers not meeting expectations. Assign goals and a timeline for progress which if not met will ultimately result in dismissal																												
LCAP Year 2: 2015-16																												
Expected Annual Measurable Outcomes:	<table><tr><th>Metric</th><th>Target</th></tr><tr><td>School Facility deemed to be in ‘Good’ or ‘Exemplary’ repair</td><td>Good/ Exemplary</td></tr><tr><td>Staff Satisfaction increases as measured through an overall favorable response rate on the survey (baseline from 2014-15 of 70%)</td><td>70% + 3%</td></tr><tr><td>High retention rates for high performing staff (baseline from 2014-15 of 80%)</td><td>85%</td></tr><tr><td>Increase student satisfaction as measured by the survey (from 2014-15)</td><td>Baseline + 5%</td></tr><tr><td>Lower the number of ‘bullying’ incidents at school (baseline of 7 incidents in 2014-15)</td><td>4 incidents</td></tr><tr><td>Teachers employed at the school to be working towards a full and cleared CA credential</td><td>100%</td></tr><tr><td>Preliminary credentialed teachers are to be enrolled in a BTSA program</td><td>100%</td></tr><tr><td>Every student has access to standards aligned instructional materials in the core subject and MLA</td><td>100%</td></tr><tr><td>Teachers and TAs will meet the requirement of 7 days of professional development training in addition to their annual days of teaching</td><td>100%</td></tr><tr><td>Maintain a low suspension rate (rate from 2014-15 = 1.1%)</td><td>1%</td></tr><tr><td>Maintain a low expulsion rate</td><td>1%</td></tr></table>				Metric	Target	School Facility deemed to be in ‘Good’ or ‘Exemplary’ repair	Good/ Exemplary	Staff Satisfaction increases as measured through an overall favorable response rate on the survey (baseline from 2014-15 of 70%)	70% + 3%	High retention rates for high performing staff (baseline from 2014-15 of 80%)	85%	Increase student satisfaction as measured by the survey (from 2014-15)	Baseline + 5%	Lower the number of ‘bullying’ incidents at school (baseline of 7 incidents in 2014-15)	4 incidents	Teachers employed at the school to be working towards a full and cleared CA credential	100%	Preliminary credentialed teachers are to be enrolled in a BTSA program	100%	Every student has access to standards aligned instructional materials in the core subject and MLA	100%	Teachers and TAs will meet the requirement of 7 days of professional development training in addition to their annual days of teaching	100%	Maintain a low suspension rate (rate from 2014-15 = 1.1%)	1%	Maintain a low expulsion rate	1%
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Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures																								

<p>4.1 A new volunteer structure called FSO (Family Support Organization) will be established. This will incorporate staff and parents and will have the school's mission and vision infused throughout the work teams – including the commitment toward inclusion</p> <p>4.2 A comprehensive tiered response to intervention (RTI) process will be adopted with clearly identified supports at each level from documents to staffing support. Staff will be trained on the RTI process and a modified COST team process will be re-introduced and managed by the Counselor</p> <p>4.3 School to implement PBIS which includes a tracking process for disciplinary procedures such as suspension by subgroups</p> <p>4.4 An in-house team covering RTI, special education and student health is being developed in place of consulting to maximize effectiveness and resources</p> <p>4.5 Continue to use a survey to measure parent satisfaction with our special education program</p> <p>4.6 Annual training for all staff on yard supervision to align with and promote PBIS and Responsive Classroom practices and to maximize student enjoyment and safety at recess</p> <p>4.7 To continue to provide teaching staff with 1 half day every week for training and collaboration</p> <p>4.8 For all members of staff at the school to attend three days of Diversity Training through the school year</p> <p>4.9 All teachers to receive annual performance evaluation based on a number of criteria including but not limited to student performance, staff participation in school-wide goals and teaching observations. Teachers struggling to meet student and school needs to be placed on TICP by no later than mid-year, by direct supervisor with Principal knowledge</p>		<p><u>  </u>ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><u>  </u>Low Income pupils</p> <p><u>  </u>English Learners</p> <p><u>  </u>Foster Youth</p> <p><u>  </u>Redesignated fluent English proficient <u>  </u>Other</p> <p>Subgroups:(Specify)_____</p> <p>_____</p>	<p>4.1 No additional cost</p> <p>4.2 No direct cost (responsibility of Counselor)</p> <p>4.3 As above</p> <p>4.4 \$240,500</p> <p>4.5 Panorama contract \$2,000 / yr. (for all surveys)</p> <p>4.6 \$2,000/ year</p> <p>4.7 no direct cost</p> <p>4.8 \$8,100</p> <p>4.9 No direct cost</p>
LCAP Year 3: 2016-17			

Expected Annual Measurable Outcomes:	<b>Metric</b>		<b>Target</b>		
	School Facility deemed to be in ‘Good’ or ‘Exemplary’ repair		Good/ Exemplary		
	Staff Satisfaction increases as measured through an overall favorable response rate on the survey		70% + 5%		
	High retention rates for high performing staff		90%		
	Determine a benchmark indicator for student satisfaction		Baseline + 6%		
	Lower the number of ‘bullying’ incidents at school		Reduce to 3 incidents		
	Teachers employed at the school to be working towards a full and cleared CA credential		100%		
	Preliminary credentialed teachers are to be enrolled in a BTSA program		100%		
	Every student has access to standards aligned instructional materials in the core subject and MLA		100%		
	Teachers and TAs will meet the requirement of 7 days of professional development training in addition to their annual days of teaching		100%		
	Maintain a low suspension rate		1%		
	Maintain a low expulsion rate		1%		
<b>Actions/Services</b>			<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
4.1 A new volunteer structure called FSO (Family Support Organization) will be established. This will incorporate staff and parents and will have the school’s mission and vision infused throughout the work teams – including the commitment toward inclusion			School-wide	__ALL ----- ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent	4.1 \$3,000  4.2 No direct cost (responsibility of Counselor and Special Education Coordinator positions)
4.2 A comprehensive tiered response to intervention (RTI) process will be adopted with clearly identified supports at each level from documents to staffing support. Staff will be trained on the RTI process and a modified COST team process will be re-introduced and managed by the					

Counselor/ School psychologist	English proficient __Other Subgroups:(Specify)_____	4.3 As above
4.3 School to implement PBIS which includes a tracking process for disciplinary procedures such as suspension by subgroups		4.4 \$255,000
4.4 An in-house team covering RTI, special education and student health is being developed in place of consulting to maximize effectiveness and resources		4.5 Panorama contract \$2,000 / yr. (for all surveys)
4.5 Continue to use a survey to measure parent satisfaction with our special education program		4.6 \$2,000/ year
4.6 Annual training for all staff on yard supervision to align with and promote PBIS and Responsive Classroom practices and to maximize student enjoyment and safety at recess		4.7 no direct cost
4.7 To continue to provide teaching staff with 1 half day every week for training and collaboration		4.8 \$8,100
4.8 For all members of staff at the school to attend three days of Diversity Training through the school year		4.9 No direct cost
4.9 All teachers to receive annual performance evaluation based on a number of criteria including but not limited to student performance, staff participation in school-wide goals and teaching observations. Teachers struggling to meet student and school needs to be placed on TICP by no later than mid-year, by direct supervisor with Principal knowledge		

GOAL:	<u>Goal 5: Engagement</u>	Related State and/or Local Priorities:
	To have a highly engaged parent, student and staff population fully invested in the school community and academic program who feel connected	1__ 2__ 3__X 4__ 5__X 6__ 7__ 8__ COE only: 9__ 10__  Local: Specify _____

Identified Need:	<b>Need:</b> To have parents, staff and students fully engaged and participating as partners in their own/ their child’s educational journey																			
	<b>Metrics:</b> Attendance rates Parent survey Staff Survey Student survey Volunteer rates Newsletter reading rates Community events hosted and attended																			
Goal Applies to:	Schools:	YMCS																		
	Applicable Pupil Subgroups:	All, Students from Low-income Families, English Language Learners																		
LCAP Year 1: 2014-15																				
Expected Annual Measurable Outcomes:	<table><tr><th>Metric</th><th>Target</th></tr><tr><td>Attendance rate of 97%</td><td>97%</td></tr><tr><td>Establish a baseline for PAG meetings as % of parent population</td><td>Baseline</td></tr><tr><td>Parents completing the annual survey</td><td>80%</td></tr><tr><td>Parents fulfilling their volunteer requirement hours</td><td>80%</td></tr><tr><td>Using data from the 2013-2014 parent survey of the % of parents reading the various forms of communication from the school</td><td>Baseline</td></tr><tr><td>Parents affirming on the school survey to having read the communications guidelines</td><td>70%</td></tr><tr><td>Establish a baseline for schools and community partnerships/ events from year 2013-14 and add a minimum of one</td><td>Baseline +1</td></tr></table>				Metric	Target	Attendance rate of 97%	97%	Establish a baseline for PAG meetings as % of parent population	Baseline	Parents completing the annual survey	80%	Parents fulfilling their volunteer requirement hours	80%	Using data from the 2013-2014 parent survey of the % of parents reading the various forms of communication from the school	Baseline	Parents affirming on the school survey to having read the communications guidelines	70%	Establish a baseline for schools and community partnerships/ events from year 2013-14 and add a minimum of one	Baseline +1
	Metric	Target																		
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Actions/Services		Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures															

<p>5.1 The school and PAG, in partnership, will develop a plan to increase the number of parent education and training nights on i) supporting your child in an immersion program and ii) supporting your child's social and emotional development and iii) positive behavior management techniques for parents iv) inclusion, cultural sensitivity and diversity</p> <p>5.2 Develop a plan and a fixed calendar around parent information events run by the school for parents such as coffee with the principal, town hall style meetings, back to school night</p> <p>5.3 Using information from the annual parent survey refine and make consistent communications from the school to parents</p>	School-wide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>5.1 Cost for PAG meetings \$3,000</p> <p>5.2 No cost</p> <p>5.3 No cost</p>
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LCAP Year 2: 2015-16		
Expected Annual Measurable Outcomes:		
	<b>Metric</b>	<b>Target</b>
	Maintain strong attendance rates as based on 2014-15 attendance (97%)	97%
	Increase attendance at FSO 'parent education' events from 2014-15 baseline (20%)	25%
	Family attendance at school wide community events to be audited	Baseline
	Parent attendance at 'Back to School Night' to be audited	Baseline
	Increase the % of parents completing the annual school survey	Baseline from 2014-15 + 5%
	Increase the percentage of parents fulfilling their recommended 30 volunteer hours (from baseline of 36% in 2014-15)	40%
	Increase the percentage of parents reading the newsletter (from baseline of 62% in 2014-15)	65%
	Establish a baseline for community partnerships/ events from year 2013-14 (5)	6

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.1 Pilot the new FSO structure and make refinements throughout the year. Have the process for inviting new chairs and co-chairs begin in March of every year to allow for adequate transition</p> <p>5.2 Have the FSO monthly meeting calendar establish by the end of August so parents and staff can plan for attendance and have the parent education team determine dates and placeholders by the end of August to maximize attendance. Ensure childcare is available for all events to ensure equity and inclusion</p> <p>5.3 Develop a plan and a fixed calendar by the end of August around school run events such as coffee with the principal, town hall style meetings, back to school night and for community events such as the Night Market, the A's game and the book fair. Appoint a member of staff to lead this process</p>	School-wide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>5.1 FSO events approximately \$5,000 (not including the gala)</p> <p>5.2 No cost</p> <p>5.3 No cost</p>
LCAP Year 3: 2016-17			

Expected Annual Measurable Outcomes:			
	<b>Metric</b>	<b>Target</b>	
	Maintain strong attendance rates	97%	
	Increase attendance at FSO 'parent ed' events from 2014-15 baseline	28%	
	Family attendance at school wide community events to be audited	Baseline	
	Parent attendance at 'Back to School Night' to be audited	Baseline	
	Increase the % of parents completing the annual school survey	Baseline from 2014-15 + 7%	
	Increase the percentage of parents fulfilling their recommended 30 volunteer hours	43%	
	Increase the percentage of parents reading the newsletter	67%	
	Establish a baseline for community partnerships/ events from year 2013-14 and add a minimum of one	Baseline of 7	
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
<p>5.1 Pilot the new FSO structure and make refinements throughout the year. Have the process for inviting new chairs and co-chairs begin in March of every year to allow for adequate transition</p> <p>5.2 Have the FSO monthly meeting calendar establish by the end of August so parents and staff can plan for attendance and have the parent education team determine dates and placeholders by the end of August to maximize attendance. Ensure childcare is available for all events to ensure equity and inclusion</p> <p>5.3 Develop a plan and a fixed calendar by the end of August around school run events such as coffee with the principal, town hall style meetings, back to school night and for community events such as the Night Market, the A's game and the book fair. Appoint a member of staff to lead this process</p>		<p>School-wide</p> <p>__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Budgeted Expenditures</p> <p>5.1 FSO events approximately \$6,000 (not including the gala)</p> <p>5.2 No cost</p> <p>5.3 No cost</p>

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	<b>Goal 1: To provide an academically rigorous, college preparatory program</b>		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	Yu Ming Charter School			
	Applicable Pupil Subgroups:	Applies to ALL students including sub groups			
Expected Annual Measurable Outcomes:	<b>Metric</b>	<b>Target</b>	Actual Annual Measurable Outcomes:	<b>Metric</b>	<b>Actual</b>
	Establish ELA proficiency baselines as measured by the CAASPP	Baseline		Establish ELA proficiency baselines as measured by the CAASPP	TBC
	Establish Math proficiency baselines as measured by the CAASPP	Baseline		Establish Math proficiency baselines as measured by the CAASPP	TBC
	Establish Math and ELA below proficiency baselines as measured by the CAASPP	Baseline		Establish Math and ELA below proficiency baselines as measured by the CAASPP	TBC
	Students have access to the appropriate CCSS textbooks for Math and English	100%		Students have access to the appropriate CCSS textbooks for Math and English	100%
<b>LCAP Year: 2014-15</b>					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
1.1 Provide professional development opportunities to staff to build their Common Core expertise and understanding	1.1 Conferences and consultant for NGSS \$15,000	1.1 Teachers were provided the following 'whole school' common core training for use of FOSS kits (aligned with NGSS) and training on DOK levels in house  They also attended a number of conferences and trainings individually		5200: \$3,500 conferences STC and FOSS training free through pilot DOK provided in house	
Scope of service:	Whole School		Scope of service:	Whole School	

<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.2 Provide CCSS aligned instructional materials with embedded assessments wherever possible		1.2 Science and ELA materials \$20,000	1.2 Aligned ELA & Science materials are as follows: Shared Inquiry 2 <sup>nd</sup> through 4 <sup>th</sup> STC kits for Kindergarten FOSS kits for 1 <sup>st</sup> through 4 <sup>th</sup> grade For math we are currently reviewing 2 curricula choices i) Trailblazers and ii) CCSS Singapore Math to adopt for the following year. This year we have used Math Pathways and Pitfalls to help bridge the gap in terms of mathematical practices that are not taught through the classic Singapore Math approach.		4100: Also includes costs for MLA materials. Total for Science and ELA approx. \$17,000
Scope of service:	Whole School		Scope of service:	Whole School	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.3 Employ 1* PT and 1*FTE to cover English classes for K-2 (10%) instruction so that the teachers can both teach lessons and provide Reading Coach support to every student performing below grade level		1.3 \$112,000	One PT Reading coach was hired 12 hours per week) to do pull out support groups for grades 1 and 2. A Kindergarten teacher was hired as a 60% to teach classes and do pull out groups of K students. All below grade level readers in ELA were met with throughout the year in small groups in addition to their ELA class time.		1100 & 3000 series: \$110,650 in salaried and hourly staff
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.4 To develop and implement a rigorous early literacy program through professional development and through developing common writing assignments that assess specific CCSS throughout the year across English and Mandarin		1.4 Internally produced with support from consultant at approx. \$3,000; Associated PD \$5,000	1.4 Common Core writing assignments across ELA and MLA have been successfully implemented this year. There were 5 for MLA and 3 for ELA. Assignments covered narrative, informational and persuasive as well as focus reading standards. Assignments were also aligned to content, for example in MLA, a 3 <sup>rd</sup> grade assignment linked to Science asked students to explain the cause of earthquakes, a 3 <sup>rd</sup> grade assignment asked students to persuade readers why it is important to plant trees. In English 3 <sup>d</sup> grade students wrote about the life of Biddy Mason in line with a Social studies unit for Black History Month
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.5 To develop a sound infrastructure for ongoing analysis of student performance and progress through use of technology such as NWEA's online assessment for Math and English Measure of Academic Progress (MAP) to be used in combination with teacher developed assessments		1.5 Use of MAP at \$10/ student + training costs= \$4,500	MAP has been used throughout the year to determine student growth. Reports have been given to parents at parent teacher conferences and the data has been used at the whole school level to inform instruction through re-teaching and small group instruction.
Scope of service:		Scope of service:	
__ALL		__ALL	
		5878: \$4,800	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.6 To continue to provide teaching staff with 1 half day every week for whole school training and collaboration.	1.6 No direct cost	1.6 Yu Ming has continued to include 1 half day per week of whole school professional development in addition to teacher planning time	No direct cost-embedded in staffing cost
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.7 To hire a Head of PD to focus on pedagogy and instructional techniques for engagement as well as management and positive discipline	1.7 Approx. \$30,000	1.7 A Head of Professional Development was hired at the beginning of the year	I1100 & 3000 series: in house PD cost from December 2014 to June 2015 \$25,000
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.8 Provide training for Special Ed Coordinator on how to write a CCSS aligned IEP Provide training for teachers in identifying high incidence special needs and classroom strategies to manage	1.8 & 1.9 Consultation and training provided for free by the EDCOE SELPA with support from the Program Specialist	1.8 At the retreat prior to the start of the academic year we had a whole school training on Universal Design (UDL) as well as training from the speech and Language consultant and the SAI and BIS on things to look out for in the classroom	No Cost, training from Program Specialist Alison Rose at EDCOE SELPA

Scope of service:		Scope of service:									
__ALL		__ALL									
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____									
Original GOAL from prior year LCAP:	Goal 2: To graduate students with bilingual and 'bi-literate' skills in Mandarin Chinese through: Increasing the percentage of students meeting end of year benchmarks for MLA	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__X COE only: 9__ 10__ Local : Specify _____									
Goal Applies to:	Schools: Yu Ming Charter School Applicable Pupil Subgroups: Applies to ALL students including sub groups										
Expected Annual Measurable Outcomes:	<table border="1"> <tr> <th>Metric</th> <th>Target</th> </tr> <tr> <td>85% of students attaining benchmark goal in speaking and listening on ELLOPA/SOPA</td> <td>85%</td> </tr> </table>	Metric	Target	85% of students attaining benchmark goal in speaking and listening on ELLOPA/SOPA	85%	Actual Annual Measurable Outcomes:	<table border="1"> <tr> <th>Metric</th> <th>Actual</th> </tr> <tr> <td>85% of students attaining benchmark goal in speaking and listening on ELLOPA/SOPA</td> <td>92%</td> </tr> </table>	Metric	Actual	85% of students attaining benchmark goal in speaking and listening on ELLOPA/SOPA	92%
Metric	Target										
85% of students attaining benchmark goal in speaking and listening on ELLOPA/SOPA	85%										
Metric	Actual										
85% of students attaining benchmark goal in speaking and listening on ELLOPA/SOPA	92%										
<b>LCAP Year: 2014-15</b>											
Planned Actions/Services		Actual Actions/Services									
	Budgeted Expenditures		Estimated Actual Annual Expenditures								
2.1 Hire a Director of Instruction for the Mandarin program who will design curriculum and provide support to teachers in a variety of ways, including: selecting curricula materials, finding appropriate professional development opportunities and providing lesson observation and feedback.	2.1 to 2.3 \$215,000	2.1 A Director of Instruction for the MLA program was hired. Diana Kong has worked in 2 main areas: 1. Supporting teachers through classroom observation and feedback and weekly meetings and 2. Developing curriculum, reviewing and selecting new curricula, researching materials to support in the classroom and developing and assessing current assessments.	1100 & 3000 series: \$158,000 (not including 2.3 which will impact next year's budget)								
Scope of service:	Whole School	Scope of service:	Whole School								

<input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
2.2 Employ a Mandarin Literacy Specialist to run push in and pull out services to all students below and above grade level as well as to provide support to teachers by providing techniques and resources to enhance reading strategies		2.2 An MLA Reading Specialist was hired. She runs pull out groups with students who are below proficiency across all grades. Her focus has been with students and not in supporting teachers given we were able to hire a Curriculum Director	See above
Scope of service: Whole School <input type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		Scope of service: Whole School <input type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
2.3 Increase teacher pay to attract the best teachers from across the country with Mandarin immersion experience and curriculum design expertise/ qualifications		2.3 A compensation review was carried out by the Compensation Committee from Jan-March, 2015. A new policy was presented to the board and approved in March, 2015. Teachers were presented with the new compensation structure in April and given individual letters for next year's compensation in the Spring	Estimated increase of approx. \$80,000 to next years' teacher salaries
Scope of service: <input type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		Scope of service: <input type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
2.4 Appoint Lead Teachers from existing staff for every two grade levels, so for example K-1 <sup>st</sup> and 2 <sup>nd</sup> -3 <sup>rd</sup> and 4 <sup>th</sup> -5 <sup>th</sup>	2.4 to 2.5 \$20,000	2.4 A Lead Teacher was appointed at every grade level. Lead Teachers have weekly meetings with the Director of Instruction. We are reviewing whether this structure makes the best sense for the school as we continue to grow.	1100: \$25,000

Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2.5 Appoint a Mandarin Assessment Coordinator from existing staff to coordinate assessment across all grade levels			2.5 This was not done as the Director of Curriculum and Instruction took it on for MLA and the Principal for other areas	No Cost	
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2.6 Continue to train teachers in how to prepare, administer and score the ELLOPA/ SOPA assessment through the Center for Applied Linguistics (CAL)	2.6 \$3,500		2.6 In the Fall of 2014 our MLA Reading Specialist did the 'Scoring' workshop for ELLOPA. All teachers administering the ELLOPA have attended the online training	5863: \$1590	
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth " __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2.7 Employ Teaching Assistants to assist with small group instruction and material preparation for class	2.7 \$93,000		2.7 Teaching Assistants were hired from K to 2 <sup>nd</sup> grade to support in class and with pull out groups	1100 & 3000 series: \$100K	

Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2.8 Continue to provide a HW club run by TAs for students identified as needing extra support with Mandarin	2.8 No direct cost		2.8 HW club for MLA has continued this year. We have also added an English HW club for 3 <sup>rd</sup> and 4 <sup>th</sup> grade. Teachers determine which students need this additional support		Cost imbedded in teaching/ TA salaries
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Original GOAL from prior year LCAP:	<b>Goal 3: Pupil Outcomes in inquisitive thinking &amp; diligence</b> To graduate community minded, diligent learners with intellectual curiosity through: <ul style="list-style-type: none"> <li>Students meeting the NGSS for their grade level</li> <li>Students demonstrating annual growth in the school's four core values; resilience, moral reasoning, compassion and wisdom</li> </ul>				Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ 10__  Local : Specify _____
	Goal Applies to:	Schools:	Yu Ming Charter School		
	Applicable Pupil Subgroups:	Applies to ALL students including sub groups			

Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:		
	Metric	Target		Metric	Actual
	Students meet NGSS appropriate to their grade level	55%		Students meet NGSS appropriate to their grade level	TBD EOY report cards
	Students meet expectations or exceed expectations on Report Card for the school’s four core values	65%		Students meet expectations or exceed expectations on Report Card for the school’s four core values	TBD EOY report cards
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
3.1 Provide NGSS aligned instructional materials that teach Scientific practice as well as content to ensure for an experiential approach to Science		3.1 Costs included above in 1.2	3.1 We hired a Science consultant and developed our own materials for teaching Life Science in line with NGSS. For Earth and Space Science and for Physical Science we purchased new NGSS aligned FOSS and STC kits		See above 1.2
Scope of service:	Whole School		Scope of service:	Whole School	
<u>  X  </u> ALL			<u>      </u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3.2 Build Units of Inquiry with built in assessment that integrate Science, Social Studies and History with ELA and MLA at every grade level		3.2 Costs included above in teacher and Director of Instruction salary and consultant fees	3.2 This has not been the focus of the Curriculum Director this year but will be a focus for next academic year		No Cost
Scope of service:	Whole School		Scope of service:	Whole School	

__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.3 Increase the use of non-fiction materials for use in MLA and ELA using 'Time for Kids' in English and 'National Geographic for Kids' in Mandarin	3.3 Approx. \$2,000	3.3 Materials were increased by 25-30% across grades in MLA and by 10% in ELA (which started with more non-fiction materials in the first place)	4325: Added 149 non-fiction titles in MLA K-4th grade at approximate cost of \$ \$1800 and approx. \$1,500 in ELA
Scope of service: _____ __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _____ __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.4 Use Second Step curriculum at every grade level once per week to teach social and emotional intelligence	3.4 \$8,000	3.4 Every teacher has access to the grade level curriculum for Second Step and teaches it once per week	1100: \$1,200 grades K-3rd had already been purchased
Scope of service: _____ __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _____ __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.5 To implement Responsive Classroom school-wide and to send all teaching staff to the summer workshops	3.5 Approx. \$2,000 to pay for a trained	3.5 8 members of staff went in the summer prior to the 2014-15 year (at \$750 each). 2 more received specific RC behavior management training in the year.	5200: \$6,500

	facilitator		
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.6 To develop a student 'Conflict Resolution Unit' CRU with 4 <sup>th</sup> and 3 <sup>rd</sup> graders to help support younger students resolve conflict on the yard at recess	3.6 to 3.7 Cost included in Director of Instruction's salary	3.6 This was not done this year. In large part that is because we moved to a split campus with K-2 on one campus and 3 <sup>rd</sup> and 4 <sup>th</sup> grade on another campus.	No cost
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.7 To develop tools for teaching and measuring the school's 4 core values; resilience, moral reasoning, compassion and wisdom		3.7 Not done. Instead we focused on making the criteria for CARES more explicit so that report card scores would accurately reflect what it looks like to be cooperative, Assertive, Responsible, Empathetic and Self controlled in each grade	No Cost (student climate task force work)
Scope of service:		Scope of service:	
__ALL		__ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.8 To develop a plan for community service across grade levels as a way to measure 'community mindedness' and the above 4 core values		3.8 Whole school plan has not yet been developed	No cost
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.9 Determine a suitable assessment tool for measuring the 4 core values	3.9 No cost associated with researching appropriate assessments	3.9 As mentioned above we have not mapped the 4 core values to CARES and have only been measuring the latter. We will make this a goal for Middle School	No cost
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Original GOAL from	<b>Goal 4: Conditions of Learning</b> For every student and member of staff to reach their full potential through providing equal access to programs and services through:		Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__

<p>prior year LCAP:</p>	<ul style="list-style-type: none"> <li>• All students having equitable access to instruction</li> <li>• All students having access to school-wide support systems from tier 1 to tier 3 intervention procedures</li> <li>• Being taught by a California certified teacher whom receives proper training and professional development support</li> <li>• Retaining high-performing staff as measured through performance evaluation</li> </ul>	<p>Local : Specify _____</p>			
<p>Goal Applies to:</p>	<table border="1"> <tr> <td data-bbox="352 436 499 475">Schools:</td> <td data-bbox="499 436 2020 475">Yu Ming Charter School</td> </tr> <tr> <td data-bbox="352 475 777 513">Applicable Pupil Subgroups:</td> <td data-bbox="777 475 2020 513">Applies to ALL students including sub groups</td> </tr> </table>	Schools:	Yu Ming Charter School	Applicable Pupil Subgroups:	Applies to ALL students including sub groups
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Applicable Pupil Subgroups:	Applies to ALL students including sub groups				

Expected Annual Measurable Outcomes:	<table><tr><th>Metric</th><th>Target</th></tr><tr><td>School Facility deemed to be in ‘Good’ or ‘Exemplary’ repair</td><td>Good/ Exemplary</td></tr><tr><td>Staff Satisfaction measured through a Net Promoter Score</td><td>NPS 30</td></tr><tr><td>High staff retention</td><td>90%</td></tr><tr><td>Determine a benchmark indicator for student satisfaction</td><td>Baseline</td></tr><tr><td>Determine baseline of # of reported incidents of bullying</td><td>Baseline</td></tr><tr><td>Teachers employed at the school to be working towards a full and cleared CA credential</td><td>100%</td></tr><tr><td>Preliminary credentialed teachers are to be enrolled in a BTSA program</td><td>100%</td></tr><tr><td>Teachers and TAs will meet the requirement of 7 days of professional development training in addition to their annual days of teaching</td><td>100%</td></tr><tr><td>Maintain a low suspension rate</td><td>3%</td></tr><tr><td>Maintain a low expulsion rate</td><td>2%</td></tr></table>	Metric	Target	School Facility deemed to be in ‘Good’ or ‘Exemplary’ repair	Good/ Exemplary	Staff Satisfaction measured through a Net Promoter Score	NPS 30	High staff retention	90%	Determine a benchmark indicator for student satisfaction	Baseline	Determine baseline of # of reported incidents of bullying	Baseline	Teachers employed at the school to be working towards a full and cleared CA credential	100%	Preliminary credentialed teachers are to be enrolled in a BTSA program	100%	Teachers and TAs will meet the requirement of 7 days of professional development training in addition to their annual days of teaching	100%	Maintain a low suspension rate	3%	Maintain a low expulsion rate	2%	Actual Annual Measurable Outcomes:	<table><tr><th>Metric</th><th>Actual</th></tr><tr><td>School Facility deemed to be in ‘Good’ or ‘Exemplary’ repair</td><td>‘Fair’</td></tr><tr><td>Staff Satisfaction measured through a Net Promoter Score</td><td>-8%!</td></tr><tr><td>High staff retention</td><td>80%</td></tr><tr><td>Determine a benchmark indicator for student satisfaction</td><td>Baseline</td></tr><tr><td>Determine baseline of # of reported incidents of bullying</td><td>7</td></tr><tr><td>Teachers employed at the school to be working towards a full and cleared CA credential</td><td>100%</td></tr><tr><td>Preliminary credentialed teachers are to be enrolled in a BTSA program</td><td>100%</td></tr><tr><td>Teachers and TAs will meet the requirement of 7 days of professional development training in addition to their annual days of teaching</td><td>100%</td></tr><tr><td>Maintain a low suspension rate</td><td>1.1%</td></tr><tr><td>Maintain a low expulsion rate</td><td>0%</td></tr></table>	Metric	Actual	School Facility deemed to be in ‘Good’ or ‘Exemplary’ repair	‘Fair’	Staff Satisfaction measured through a Net Promoter Score	-8%!	High staff retention	80%	Determine a benchmark indicator for student satisfaction	Baseline	Determine baseline of # of reported incidents of bullying	7	Teachers employed at the school to be working towards a full and cleared CA credential	100%	Preliminary credentialed teachers are to be enrolled in a BTSA program	100%	Teachers and TAs will meet the requirement of 7 days of professional development training in addition to their annual days of teaching	100%	Maintain a low suspension rate	1.1%	Maintain a low expulsion rate	0%
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		Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 The school Cultural Competence Committee 'CCC' will develop to be a parent and teacher organization with a clear sub committee structure that addresses core needs of the school from enrollment to curriculum to policy		4.1 Approx.\$1,500 in consulting fees	Over the summer before the academic year 2014-15 Yu Ming hired a consultant to deliver a facilitated session to determine the best structure. At the beginning of the year we held a launch social event where 3 sub committees were identified; Outreach and Enrollment, Curriculum and Events, Parent Education	5864: \$1,200
Scope of service:	Whole School		Scope of service:	Whole School
<u>X</u> ALL			<u>  </u> ALL	
OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____			OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
4.2 A comprehensive tiered intervention process will be adopted with clearly identified supports at each level from documents to staffing support		4.2 No direct cost (responsibility of Counselor and Special Education Coordinator positions)	Completed. Training was provided on the intervention procedures and RTI documents at the beginning of the year and monitored throughout the year by the School Counselor	No additional funding required
Scope of service:	Whole School		Scope of service:	Whole School
<u>  </u> ALL			<u>  </u> ALL	
OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____			OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
4.3a Core team meetings will take place once a week with a minimum of one Counselor, Administrator and Teacher present at every meeting. Meetings focus on students experiencing either academic or social/ emotional challenges and strategies		No additional funding required (as above)	4.3 CORE meetings were more effective when there was a diffuse and shared responsibility for concerns about students and a low number of students concerns. Our counselor found that it was more efficient to have meetings that dealt with each concern in	No additional funding required

that can be used to support them			depth then to meet regularly in a large group	
Scope of service:			Scope of service:	
__ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.3b School to implement PBIS which includes a tracking process for disciplinary procedures such as suspension by subgroups	4.3b PBIS training free, database costs TBD		PBIS was partially implemented this year. We conducted the whole staff survey, we instituted a token system for outside of teacher classrooms and we updated our behavior referral process with input from teachers to make it more 'teacher friendly' (along with referral forms). We sent two members of staff to the EDCOE SELPA 2 day workshop. PBIS has become the focus of the Student Climate and Culture Task Force. Tracking has been done by referral and collected by the Principal.	No cost
Scope of service:			Scope of service:	
__ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.4a A school Counselor will be hired 3 days per week to support students through conflict resolution in the moment and friendship groups	4.4 a-d \$113,000		Counselor Hired for 3 days / week	1930, 1150, 1148 and 3000 series: \$116.080
Scope of service:			Scope of service:	
__ALL			__ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.4b A Special Education Coordinator will be hired 3 days per week to coordinate services for the school's special education students	4.4 a-d \$113,000	A Special Ed Coordinator was hired for 3 days a week. She coordinates IEP meetings, services from partner providers 'Lincoln Child Center' and 'Faltz & Associates' and provides SAI services to SPED students	See above 4.4a
Scope of service: _____		Scope of service: _____	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.4c Determine an internal review and dialogue process for parents of students with Special Education needs	No Direct cost	A survey will be distributed by EOY	5820: Cost as part of annual contract with Panorama education for \$2000
Scope of service: _____		Scope of service: _____	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.4d A school nurse will be hired to support students with specific medical needs as well the broader student population	4.4 a-d \$113,000	An LVN was hired full time. She serves the whole student population and works closely with three students with significant medical needs and 504 plans	See 4.4a above
Scope of service: _____		Scope of service: _____	
__ALL		__ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.5 A summer retreat to include onboarding for new members of staff including a day training with Play Works'	4.5 Some summer retreat costs are absorbed in other categories. "Play Works" costs \$2,000	A four day summer retreat was given to all teaching staff including Play Works training	5863 & 4720: \$4000
Scope of service: _____		Scope of service: _____	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.6 To continue to provide teaching staff with 1 half day every week for training and collaboration	No direct cost	4.6 Continued	No cost
Scope of service: _____		Scope of service: _____	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.7 For all members of staff at the school to attend three days of Diversity Training through the school year	4.7 Approx. \$5,000 per year	4.7 Completed	5864: \$2,700 *3 = \$8100

Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4.8 All teachers and TAs to receive annual performance evaluation based on a number of criteria including but not limited to student performance, staff participation in school-wide goals and teaching observation	No direct cost		In progress- will be finished by June 26th		No direct cost imbedded in 2300 series
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4.9 Adopt a rigorous teacher support and intervention plan for teachers not meeting expectations. Assign goals and a timeline for progress which if not met will ultimately result in dismissal	No direct cost		4.9 A Teacher Improvement Plan was adopted this year.		No cost
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Original GOAL from	<b>GOAL 5: Engagement</b> To have a highly engaged parent and student population fully invested in the school community and academic program and strong ties with the wider community through:			Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6__ 7__ 8__ COE only: 9__ 10__	

prior year LCAP:	<ul style="list-style-type: none"><li>• Maintaining excellent attendance rates</li><li>• Having an active PAG community, high response rates in the annual Parent Survey and maintain a high percentage of parents fulfilling their 30 hour volunteer requirement,</li><li>• Consolidating the ways in which the school communicates with parents through the Newsletter, website, room parents and teacher updates.</li><li>• Improved community awareness of the school’s communication guidelines</li><li>• Increasing the number of school and community partnerships</li></ul>		Local : Specify _____
Goal Applies to:	Schools:	Yu Ming Charter School	
	Applicable Pupil Subgroups:	Applies to ALL students including sub groups	

Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:		
	<b>Metric</b>	<b>Target</b>		<b>Metric</b>	<b>Actual</b>
	Attendance rate of 97%	97%		Attendance rate of 97%	97%
	Establish a baseline for PAG meetings as % of parent population	baseline		Establish a baseline for PAG meetings as % of parent population	20%
	80% of parents complete the annual survey	80%		80% of parents complete the annual survey	TBD
	80% of parents fulfilling their volunteer requirement hours	Baseline		80% of parents fulfilling their requested 30 volunteer hours	36%
	Using data from the 2013-2014 parent survey of the % of parents reading the various forms of communication from the school	Baseline		Using data from the 2013-2014 parent survey of the % of parents reading the various forms of communication from the school	62% reading newsletter
	70% of parents in survey respond to having read the communications guidelines	100%		70% of parents in survey respond to having read the communications guidelines	TBD
	Establish a baseline for schools and community partnerships from year 2013-14 and add a minimum of one	100%		Establish a baseline for school and community partnerships from year 2013-14 and add a minimum of one	5
<b>LCAP Year: 2014-15</b>					
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>		
	<b>Budgeted Expenditures</b>			<b>Estimated Actual Annual Expenditures</b>	
5.1 The school and PAG, in partnership, will develop a plan to increase the number of parent education and training nights on i) supporting your child in an immersion program and ii)	5.1 Cost for PAG meetings \$3,000		5.1 To be completed with the FSO in 2015-16		4720 & 5899: approximately \$7000 for speakers and food for

supporting your child's social and emotional development and iii) positive behavior management techniques for parents iv) inclusion, cultural sensitivity and diversity			events
Scope of service: Whole School		Scope of service: Whole School	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5.2 Develop a plan and a fixed calendar around parent information events run by the school for parents such as coffee with the principal, town hall style meetings, back to school night	5.2 No cost	5.2 Although a calendar was not determined at the beginning of this academic year one is being established for next. We will have this completed by the end of August 2015	No cost
Scope of service: Whole School		Scope of service: Whole School	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5.3 Using information from the annual parent survey refine and make consistent communications from the school to parents	5.3 No cost	To be done once the parent survey questions are collected	No cost
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

**Goal 1: To provide an academically rigorous, college preparatory program....(cont.)**

Next year we will add the NGSS standards to this goal (currently it contains only English and Math). We will continue with all of the action items but will modify a couple and add some too. See below for the summary of actions not met and changes for next year (those that were met and remain unchanged will not be included in this summary):

1.3 The employment structure will change but 2 PTE will be assigned to Reading Coach and ELL support for ELA across grades (focused in lower grades with ELL running up through every grade). They will work in this capacity for a combined time of 26 hours per week for the full school year.

1.8 This goal will be removed as it is part of SPED and therefore should not be covered under LCFF. We will continue to ensure that IEP goals are aligned with CCSS but it will not be reported through LCAP

New action items and metrics will be added for:

NGSS

API

ELL progress in CELDT

ELL reclassification rate

Priority # 1 'Basic Services' will be removed for this goal and reassigned to a more appropriate goal as mandated metrics cannot be fully addressed by this goal but State priority 7 will be added

**Goal 2: To graduate students with bilingual and biliterate skills in Mandarin Chinese.....(cont.)**

The goal will remain the same but new action items and new metrics will be added as well as some action items removed. See below for the update:

Metrics for this goal will changes as we move from ELLOPA to STAMP. After several years working with ELLOPA we have come to the conclusion that it is highly objective and hard to measure. In spite of several years of training and implementation staff scores are still not aligning with the moderated sample sent to CAL. As such we are moving to STAMP, which is computer assessed and therefore more standardized.

2.1 A Curriculum Director has been hired so this is no longer an action item

2.2 This role is being reassigned as a PT role and using non-instructional time from 3<sup>rd</sup> and 4<sup>th</sup> grade teachers.

2.4 We are determining new roles for leadership in the school. Lead Teachers will be reduced to just 2 teachers but other roles specific to MLA will be available – see new action item

New action items will be written relating to the benchmarks. The goal will be to have detailed benchmarks for MLA K-8 by the end of the year with appropriate assessments and metrics identified for all 4 skills areas.

Priority # 4 'Pupil outcomes' will be removed for this goal and reassigned to a more appropriate goal as mandated metrics

cannot be fully addressed by this goal

**Goal 3: To graduate community minded, diligent learners with intellectual curiosity.....(cont.)**

The goal will be adjusted to include an aspect of growth mindset and action items as well as metrics will be adjusted as follows (again action items and metrics that will remain the same will not be included in this summary):

3.1 Will be moved to goal 1 as NGSS will be covered by this goal from next year

3.2 This action item was not fully addressed because we had not adopted new Science curricula (which we wanted to be the underpinning basis for the units of inquiry). However, this will remain an action item for next year and planning has already begun on this

3.4 Eight of our teachers attended the Responsive Classroom workshop. Some were unable to attend and others had already received training. We will continue to train new teachers in Responsive Classroom and will target specific workshops according to staff needs (for example 2 teachers attended a 2-day workshop on positive behavior management through Responsive Classroom during the year.

3.5 As we occupied new space at a separate campus for 4<sup>th</sup> and 3<sup>rd</sup> graders this year a CRU was not possible (these grades were considered to be too close in age). However, we will maintain this action item and are placing 5<sup>th</sup> grade back at the Alcatraz campus for this purpose as well as other student leadership goals

3.6 The Student Climate and Culture Taskforce has determined a rubric for teachers to measure CARES at every grade level (teachers were brought in to the process through a PD) so that this is consistently approached and reported school wide. A plan is in place to move to the less concrete and more abstract 4 core characteristics at Middle School. Tools will need to be developed or identified for teaching and measuring these

3.7 Although activities were undertaken at different grade levels a plan across grades for community service was not developed. However we plan to keep this action item and make it a priority for next year. A member of staff or taskforce will be assigned this.

3.8 As is written above for 3.6. These action items will be combined and will continue as action items for next year

New action items around growth mindset will be added and/ or combined with existing action items where it makes sense to do so.

State Priority # 4 will be removed as it is addressed in goal 1 and some of the mandated metrics will not be covered by this goal.

**Goal 4: For every student and member of staff to reach their full potential through providing equal access to programs and services.....(cont.)**

The summary below addresses any actions not addressed and any proposed changes to actions or metrics: Action items remaining the same will not be included below:

	<p>4.3 a It was determined that CORE team meetings were not the most efficient and effective way to ensure that students needs were being met. Instead the Child Development Specialist worked with each classroom teacher to make sure that students were being served. However, we are reviewing the effectiveness of this years' approach and may choose to revert to the CORE team meetings again.</p> <p>4.3 b This will remain an action item but will be numbered differently next year. This year 2 members of the Student Climate and Culture taskforce attended PBIS training, a survey was conducted amongst staff and PBIS roles were assigned. School wide implementation was not entirely consistent. This action item will remain for next year but will be adjusted to be more specific and less broad around implementation.</p> <p>4.5 the summer training will be specific to our current needs and so this action item will remain for next year but will include different language to reflect the needs of the school for the upcoming year.</p> <p>State Priority # 7 was moved to goal 1</p> <p><b>Goal 5: To have a highly engaged parent and student population fully invested in the school community and academic program...(cont.)</b></p> <p>5.1 Action item to remain but with some changed wording to reflect change in volunteering structure and to reflect new priorities for the school</p> <p>5.2 A fixed calendar of events was not established at the beginning of the year. This coming year we will keep this action item and it will be a priority for next year</p> <p>Priority # 7 will be moved to goal 1- new metrics will be added for unduplicated students (ELL)</p>
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**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

### Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>\$64,565</u>
Through the Local Control Accountability Plan, the School has identified areas of need with our low income and English Learner populations. The LCFF regulations dictate that our School provides increased services for these students that are above and beyond services provided to all students during the school year. With this plan, the School plans to spend \$64,565 additional supplemental monies on these students for the 2015-16 school year. The School will be spending both supplemental as well as concentration funds in order to fund the activities and programs created for these students. Our low income and EL populations will all receive additional, targeted support in the classroom from instructional aides hired with supplemental and concentration funds. The majority of this expense is for the English and Mandarin Literacy Specialist support staff who will be providing regular additional pull out and push in services for students performing 'below basic' in core subject standardized assessments and those identified as ELL through the home language survey and annual CELDT. The additional new staff will allow us to diagnose individual student learning gaps and correct those, thus moving us towards an increase in students performing at grade level in Chinese and English Language Arts. The School is below 55% for unduplicated students and will be spending its monies in a school-wide manner per the LCFF regulations	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

3.05	%
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For 2015-16 the MPP percent is 3.05% per the LCFF calculator. The 2015-16 percent was generated by 2014-15 expenditures, which exceed EIA expenditures from the 2013-14 school year. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in section 3 part b we believe sufficient services will be provided to meet or exceed the mandated minimum percentage. The goals are the same as listed in Section 3 Part c and all exceed the MPP

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, and section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

2014-2015  
GRADE 3



Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

ACADEMIC PERFORMANCE LEVEL DESCRIPTORS		EFFORT DESCRIPTORS		Trimester 1	Trimester 2	Trimester 3
Below grade level expectations for this time of the year	1	Outstanding	O			
Approaching grade level expectations for this time of the year	2	Consistent, conscientious	CC			
Meets grade level expectations for this time of year	3	Needs improvement	NI			
Strong grade level achievement for this time of year	4					
Not addressed this trimester	/					
<b>EFFORT</b>						
ELA Effort						
MLA Effort						
Math Effort						
Science and Social Studies Effort						
<b>CARES SKILLS</b>						
Cooperation						
Assertion						
Responsibility						
Empathy						
Self Control						
<b>WORK HABITS</b>						
Uses time appropriately						
Works independently						
Completes homework on time						
Completes work of high quality						
<b>SUBJECT AREAS</b>						
<b>English Language Arts Program</b>						
Reading Comprehension (informational and literature)						
Foundational Skills (phonics and fluency)						
Writing (opinion, informative, narrative)						
Language Conventions and Vocabulary (grammar, punctuation, vocabulary, academic language)						
Speaking and Listening (participates in discussion, retells stories, provides main ideas and detail)						
<b>Mandarin Language Arts Program</b>						
Reading Comprehension (informational and literature)						
Foundational Skills (print concepts, decoding, fluency)						
Writing (opinion, informative, narrative)						
Language Conventions and Vocabulary (vocabulary, academic language)						
Speaking and Listening (comprehension, oral fluency, grammar, vocabulary)						
Handwriting (character formation)						
Tones and Pinyin						
Cultural Understanding (customs and traditions, arts & literature)						
<b>Math</b>						
Operations and Algebraic Thinking (multiplication and division)						
Number and Operations in Base Ten						
Number and Operations in Base Ten - Fractions						
Measurement and Data						
Geometry						
<b>Science &amp; Social Studies</b>						
Physical Sciences						
Life Sciences						
Earth and Space Sciences						
Social Studies						
<b>ATTENDANCE</b>						
Tardies				0	0	0
Excused Tardies				0	0	0
Absences				0	0	0

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# CHARTER RENEWAL PETITION

## APPENDIX IV: GOVERNANCE

**ARTICLES OF INCORPORATION**  
**OF**  
**YU MING CHARTER SCHOOL**  
(A California Nonprofit Public Benefit Corporation)

**I.**

The name of the Corporation shall be Yu Ming Charter School.

**II.**

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote Yu Ming Charter School.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**III.**

The name and address in the State of California of this Corporation's initial agent for service of process is:

**National Registered Agents, Inc.**  
2875 Michelle Drive  
Suite 100  
Irvine, CA 92606

**IV.**

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

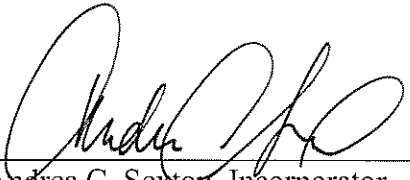
## V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

## VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Dated: July 2, 2010

  
\_\_\_\_\_  
Andrea C. Sexton, Incorporator

## Business Entity Detail

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Data is updated weekly and is current as of Friday, August 06, 2010. It is not a complete or certified record of the entity.

Entity Name:	YU MING CHARTER SCHOOL
Entity Number:	C3307211
Date Filed:	07/07/2010
Status:	ACTIVE
Jurisdiction:	CALIFORNIA
Entity Address:	2875 MICHELLE DR STE 100
Entity City, State, Zip:	IRVINE CA 92606
Agent for Service of Process:	NATIONAL REGISTERED AGENTS, INC.
Agent Address:	2875 MICHELLE DR STE 100
Agent City, State, Zip:	IRVINE CA 92606

\* Indicates the information is not contained in the California Secretary of State's database.

- If the status of the corporation is "Surrender," the agent for service of process is automatically revoked. Please refer to California Corporations Code section 2114 for information relating to service upon corporations that have surrendered.
- For information on checking or reserving a name, refer to Name Availability.
- For information on ordering certificates, copies of documents and/or status reports or to request a more extensive search, refer to Information Requests.
- For help with searching an entity name, refer to Search Tips.
- For descriptions of the various fields and status types, refer to Field Descriptions and Status Definitions.

**BYLAWS**  
**OF**  
**YU MING CHARTER SCHOOL**  
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I**  
**NAME**

Section 1. NAME. The name of this corporation is Yu Ming Charter School.

**ARTICLE II**  
**PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 1086 Alcatraz Ave, Oakland, CA 94608. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III**  
**GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Yu Ming Charter School ("Charter School"), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV**  
**CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit

Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

## **ARTICLE V DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

## **ARTICLE VI CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

## **ARTICLE VII BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.
- e. Define or refine, consistent with the Charter School's charter, the corporation's mission, values and vision.
- f. Set strategic direction.
- g. Adopt policies to ensure that the Charter School is run effectively, legally, and ethically.
- h. Monitor the operational budget and finances for long-term viability.
- i. See that adequate funds are secured for the operating and capital needs of the Charter School.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than fourteen (14) unless changed by amendments to these bylaws. As stated in the charter, the maximum number of directors would include up to thirteen (13) directors; in addition, one Board seat shall be reserved for a representative of the charter authorizer. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. Two parents shall be nominated to serve as directors by majority vote of the families of currently enrolled students, one vote per family, with final designation by the Board of the candidate(s) with the most votes. All Board seats, except for the representative appointed by the charter authorizer and the parent-nominated seats, shall be filled by nomination of the Board Development Committee and vote of the Board. By these processes, all directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors. Including the two parent-nominated directors, no more than three (3) seats shall be filled by the parent/guardian of a currently enrolled Yu Ming student, not including directors whose child becomes a Yu Ming student in the middle of his/her term. If a director is a parent/guardian of a student who subsequently enrolls as a student at Yu Ming, and three (3) seats are already filled by parents/guardians of enrolled Yu Ming students, that director may complete his/her term. To remain on the Board beyond that term, that director can become parent-nominated for a subsequent term, or may be re-elected or re-appointed for a subsequent term if one of the three (3) seats available to parents/guardians becomes open.

Section 4.        **RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.** No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5.        **DIRECTORS' TERM.** Each director shall hold office for a term of three (3) years. A parent-nominated director may serve a second term if re-elected under the procedures set forth in Section 3, above. All other directors may serve a second term if re-confirmed by a majority vote of the Board. No director may serve more than two consecutive terms, regardless of the length of such terms.

Section 6.        **NOMINATIONS BY COMMITTEE.** The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The Board Development Committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. The Charter School will seek to establish and maintain a diverse Board of Directors, comprised of outside Directors with relevant skills and experience in necessary areas.

Section 7.        **USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.** No corporate funds may be expended to support a nominee without the Board's authorization.

Section 8.        **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure, at any meeting at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; (e) termination of employment with the Charter School; and (f) the failure of a parent-nominated director to have at least one child currently enrolled at Yu Ming Charter School.

Section 9.        **RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the

resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12. The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for a vacancy in the seat of the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a regular or special meeting, or (c) a sole remaining director. A Vacancy in the seat of the representative appointed by the charter authorizer shall be filled by the charter authorizer.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within the granting agency's boundaries that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation ("Brown Act")

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act.

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its

designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Additionally, Board members shall be notified of special meetings in the following manner:

- a. Personal delivery of written notice;
- b. First-class mail, postage prepaid.
- c. Telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the Director or to a person at the Director's office who would reasonably be expected to communicate that notice promptly to the Director;
- d. Facsimile;
- e. Electronic mail or other electronic means.

The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. Should there be fewer than a quorum of the directors present at any meeting, the meeting shall be adjourned. At a meeting, the affirmative vote of a majority of the directors in attendance, based on the presence of a quorum shall be the decision of the Board of Directors. Voting directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements of Section 54953 of the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the granting agency's boundaries;

- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

Section 21. **ADJOURNMENT.** A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. **COMPENSATION AND REIMBURSEMENT.** Directors may not receive compensation for their services as directors or officers, but may receive reimbursement of direct expenses incurred, following the School's customary expense reimbursement process.

Section 23. **CREATION AND POWERS OF COMMITTEES.** The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of at least one director, but less than a quorum of the full Board of Directors. Each committee shall be chaired by a Board member, but may include members who are not directors. The chair of each committee shall select other members to join that committee, based on the approved committee guidelines and descriptions, the skills needed to achieve the annual goals of the committee, and on the need to keep the size of the committee at a level conducive to productivity. The chair of each committee shall report, in written or other form, on the activities of that committee at each Board meeting, including progress toward annual goals, any changes to the membership of the committee, and any changes to the criteria used in selecting new members. At the December 2012 Board meeting, and annually thereafter at the September Board meeting, the chair of each committee shall present to the Board a list of the committee's goals for the following year, to be approved by the board. Said committees will serve at the pleasure of the Board.

<sup>1</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 24. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. **NON-LIABILITY OF DIRECTORS.** No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

Section 1. **OFFICES HELD.** The officers of this corporation shall be a Chair, a Vice Chair, a Secretary, and a Treasurer.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract, if applicable.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Directors may appoint and authorize the Chair, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, if applicable, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the

corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIR. The Board Chair shall preside at all meetings of the Board. S/he shall be ex-officio member of all committees established by the Board, and shall have other powers and duties authorized by the Board.

Section 9. VICE-CHAIR. The Vice-Chair shall preside at Board of Directors meetings in the absence of the Chair and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 10. SECRETARY. The Secretary or his/her designee shall be responsible for seeing that notices are issued for all meetings of the Board and shall see that minutes of these meetings are kept. The Secretary shall keep or cause to be kept, at the principal office, a copy of the Articles of Incorporation and bylaws, as amended to date.

The Secretary shall exercise the powers and perform the duties usually incident to the office of Secretary, and perform other duties as assigned by the Chair or the Board of Directors.

Section 11. TREASURER. The Treasurer or his/her designee is responsible for the control, receipt, and custody of all assets of the School; monitoring disbursements as authorized by the Board of Directors; reporting receipt, use, and disbursements of all assets of the School. The Treasurer shall exercise the powers and perform other duties usually incident to the office of Treasurer and as assigned by the Chair or the Board.

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

- a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when

the final vote is taken).

- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

## **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Yu Ming Charter School Conflict of Interest Code have been fulfilled.

## **ARTICLE XI LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

## **ARTICLE XII INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described

in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

## **ARTICLE XIII INSURANCE**

Section 1.       **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

## **ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS**

Section 1.       **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a.       Adequate and correct books and records of account;
- b.       Written minutes of the proceedings of the Board and committees of the Board; and
- c.       Such reports and records as required by law.

## **ARTICLE XV INSPECTION RIGHTS**

Section 1.       **DIRECTORS’ RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director’s agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2.       **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director’s interest as a director. Any such inspection and copying may be made in person or by the director’s agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3.        **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.**  
This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

## **ARTICLE XVI REQUIRED REPORTS**

Section 1.        **ANNUAL REPORTS.** Pursuant to Corporations Code Section 6321, the Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a.        The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b.        The principal changes in assets and liabilities, including trust funds;
- c.        The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d.        The corporation's expenses or disbursement for both general and restricted purposes;
- e.        Any information required under these bylaws; and
- f.        An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2.        **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a.        Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
  - (1)        Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
  - (2)        Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the

transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

- b. The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

## **ARTICLE XVII**

### **BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Yu Ming Charter School or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

## **ARTICLE XVIII**

### **FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **APR 26 2011**

YU MING CHARTER SCHOOL  
PO BOX 10005  
OAKLAND, CA 94610

Employer Identification Number:  
27-4260393  
DLN:  
17053102334001  
Contact Person:  
RENEE RAILY NORTON ID# 31172  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
July 07, 2010  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

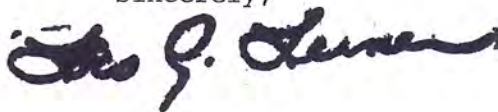
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner  
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

## **CONFLICT OF INTEREST CODE**

### **I. Adoption**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Yu Ming Charter School hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of Yu Ming Charter School (“Charter School”), as specifically required by California Government Code Section 87300.

### **II. Definition of Terms**

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

### **III. Designated Employees**

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “Designated Employees.” The Designated Employees’ positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

### **IV. Statement of Economic Interest: Filing**

Each Designated Employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Form 700 Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the Designated Employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

## **V. Disqualification**

No Designated Employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## **VI. Manner of Disqualification**

### *A. Non-Governing Board Member Designated Employees*

When a non-Governing Board member Designated Employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a Designated Employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority (i.e. the Board).

### *B. Governing Board Member Designated Employees*

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

## **EXHIBIT A**

### **Designated Positions**

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1 and 2).
  - A. Members of the Governing Board and their alternates (if applicable)
  - B. Officers (Chair, Vice-Chair, Treasurer, Secretary, if not already included in Category A above)
  - C. Principal
  - D. Assistant Principal
  - E. Operations Manager
  - F. Consultants<sup>1</sup>
- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 3 of “Exhibit B.”
  - A. Office Manager
  - B. Director of Mandarin Curriculum and Instruction

<sup>1</sup> The Principal may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Principal’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

## **EXHIBIT B**

### **Disclosure Categories**

#### *Category 1*

Designated positions assigned to this category must report:

- a. Interests in real property located in whole or in part within two (2) miles of any facility utilized by Yu Ming Charter School, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- b. Investments and business positions in business entities, or sources of income (including receipt of gifts, loans, and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.

#### *Category 2*

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work or services, or sources that manufacture or sell supplies, instructional materials, machinery or equipment of the type to be utilized by Yu Ming Charter School.

#### *Category 3*

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work or services, or sources that manufacture or sell supplies, instructional materials, machinery or equipment of the type to be utilized by the designated position's department.

# Yu Ming Charter School - Board Skills & Experience Matrix

				Committees							Expertise / Experience										
				Finance	Education	Fund Devp	Board Devp	Compensation	Facility	Ad Hoc: MS		Charter / School Mgmt	Mandarin Lang. Educ.	Speaks Mandarin	Education	Finance	Business	Legal	Real Estate	Operations	Fund-raising
Board Member	Start Date	End Date	Officer																		
Rodrigo Prudencio	7/1/2013	6/30/2016	Chair			x															
Bob Donnelly	7/1/2014	6/30/2017							x												
Diana Lee	1/1/2014	6/30/2017	Vice-Chair			x	x														
Eric Petersen	7/1/2014	6/30/2017			x																
Josh Stern		6/30/2017						x		x											
Christine Henningsgaard	12/1/2014	12/31/2017	Secretary					x													
Wai-Kiu Lee	12/1/2014	12/31/2017						x													
John Wharton	6/1/2015	6/30/2018	Treasurer	x																	
Phuoc Le	8/1/2015	6/30/2018						x													
Reichi Lee	8/1/2015	6/30/2018			x																
Thompson Paine	7/1/2015	6/30/2018																			

## BOARD OF DIRECTORS STATEMENT OF AGREEMENT

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As a board member of Yu Ming Charter School, I understand that, along with other board members:

1. I am morally responsible for the health and well-being of Yu Ming Charter School. As a member of the board, I have pledged myself to carry out the school's mission. I am fully committed and dedicated to this mission.
2. I am morally responsible for ensuring the instructional program of the school is effective and is focused on rigorous goals for student performance.
3. I am responsible for carrying out the terms of the charter that was granted on November 9, 2010 to Yu Ming Charter School by the Alameda County Board of Education, and for ensuring results leading to renewal of that charter after 5 years.
4. I am fiscally responsible for Yu Ming Charter School. It is my duty to know and understand the school's budgets and to take an active part in planning and executing the budget, and implementing the fundraising to meet it.
5. I am legally responsible for Yu Ming Charter School. I am responsible to know and approve all policies and programs and to oversee the implementation of such policies and programs. I know that if I fail in my tasks, and if the organization becomes the subject to a suit by a private person or of the federal or state government, I could potentially be held personally liable.
6. I will give what is for me a significant financial donation to support the operation of the school. I will set a fundraising goal each year and will do my best to raise funds for Yu Ming Charter School in whatever ways are best suited to me.
7. I understand that serving on this board will involve a significant time commitment. I will attend and be fully prepared for twelve (12) regular board meetings every year, the annual Board retreat, scheduled committee meetings, applicable training sessions, and important school events. I will read and respond to internal correspondence in a timely manner (typically within 72 hours) and will be available by phone or email as needed. I will fully participate in or chair at least one Board committee. When asked to prepare Board pre-reading materials, I will provide complete and accurate information to enable the Board to make effective decisions.
8. I am responsible for the effective governance of the school and will always act with the school's best interest in mind. I understand that the Board's responsibility is governance to ensure the long-term success of Yu Ming Charter School, not day-to-day management which is the responsibility of the school principal. I understand that as a Board member I must represent the interests of **all** stakeholders (which include students, staff, parents, charter school board, volunteers, ACOE, donors and funders and other community members ) in my decision-making. I am committed to a cooperative decision-making approach, to providing honest input, and listening to and respecting different opinions. I will also respect and support decisions of the Board, once made, through my actions and communications.

9. I understand that every other board member is trusting each other to carry out the above agreement to the best of our ability, each in our own way, with knowledge, approval, and support of all. I know that if I fail to act in good faith I must resign or will be asked to resign.
10. I understand that Yu Ming Charter School is a public entity and that I am prohibited from using my Board role to benefit myself or my business interests. I will bring any personal conflicts of interest to the attention of the Board Chair as soon as possible, recuse myself from deliberations, and recuse myself from voting in connection with the conflicts.
11. I am responsible for being a role model for the kinds of behavior and traits that we want Yu Ming students to exhibit: ethical, resilient, compassionate and wise. I know that the Board sets the tone for interactions across all areas of the school, and I commit to foster openness and trust among the Board and all stakeholders and to manage all relationships with professionalism, respect and collaboration.

In turn, Yu Ming Charter School is responsible to me in a number of ways:

1. I will be sent, without request, regular student and school performance data and financial reports that allow me to meet the “prudent person” section of the law.
2. When appropriate and when in the context of board business, I can call the school principal to discuss programs and policies and the goals and objectives of the school.
3. Board members and the school principal will respond in a straightforward and thorough fashion to any questions that I may have that I feel are necessary to carry out my legal, educational, financial, and moral responsibilities to this organization.

\_\_\_\_\_  
Board Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
City

\_\_\_\_\_  
Zip

\_\_\_\_\_  
Phone Number

### **Fundraising Goal**

*I will do my best to raise the following amounts for the school by the end of this fiscal year (\_\_\_\_ - \_\_\_\_).*

My personal contribution will be: \$\_\_\_\_\_

I will raise an additional \$\_\_\_\_\_ for the school. In order to raise these funds, I will... *Circle all that apply*

Invite friends, colleagues, and acquaintances to YMCS events

Participate in an annual letter writing campaign

Secure in-kind gifts

Approach foundations and corporations on behalf of the school

Network the school with relevant individuals (through tours, invitation to events, etc.)

# Family Support Organization

Yu Ming Charter School



# What is the Family Support Organization?

The Family Support Organization (FSO) is Yu Ming's parent engagement organization, tailored to harness the strength and meet the needs of our diverse school community.

The goals of the FSO are to:

- Engage families as important partners in our students' education.
- Provide ways for families of all backgrounds and experiences to support and improve our school.
- Build an inclusive community that connects families and staff through conversation, action, and celebration.
- Encourage open, respectful, and constructive communication around issues that impact our school.
- Be student- and learning-centered in everything we do.

All parents and guardians are automatically members of the FSO, and there are no FSO dues.

You can contact the FSO leaders at [fso@yumingschool.org](mailto:fso@yumingschool.org).

# How is the Family Support Organization structured?

The FSO is made up of 10 committees that offer parents a broad set of opportunities to support and engage with our school.

Each FSO committee will:

- Be open to all parents.
- Meet as needed depending on the nature of their work.
- Determine its own organizational structure (leadership roles, sub-committees, etc.).
- Work in concert with their designated staff liaison.
- Name a representative to the monthly FSO council meetings (can be rotating).

# Family Support Council

The Family Support Organization is governed by the school principal. The principal will hold monthly Family Support Council meetings comprised of a representative from each FSO committee. Representatives to the Family Support Council are designated by the committees, and the representatives may be rotating.

The goal of the Family Support Council meetings is to:

- Support parent engagement and active involvement.
- Provide input and offer support to each committee's efforts.
- Listen to questions and concerns affecting the school community, in a safe, constructive environment.
- As appropriate, collaborate on decisions that affect the school community.
- Nominate a representative to speak on behalf of FSO activities at the next meeting of the Yu Ming Board of Directors.

# FSO Committees

Committee	Purpose	Responsibilities
<b>Communications</b>	Create a robust channel of communication between the school, families, and the larger community.	Newsletter, Website Content, Media Inquiries
<b>Community Inclusion</b>	Integrate equity, inclusion and community-building efforts throughout the school.	Community Building Efforts, Celebrations, Community Forums, Yearbook
<b>Community Outreach</b>	Strive for a diverse student body and meaningful ties with the community that surrounds Yu Ming.	Enrollment Outreach, New Family Orientation and Welcoming
<b>Facilities Improvement</b>	Bring beauty and cleanliness to our students' physical space, and maintain safety in facilities.	Spruce-Up Projects, Clean-Up Days, Garden
<b>Fundraising</b>	Fulfill fundraising goals set by the principal and board of directors, which contribute to the school's general fund.	Annual Giving, Read-a-Thon, Gala, A's Game

# FSO Committees, continued

Committee	Purpose	Responsibilities
<b>In-School Volunteers</b>	Support ongoing needs of the school's daily operations, and act as a communications hub for other committees' volunteer needs.	Lunch and Recess Volunteers, Enrollment Tours
<b>Parent Education</b>	Provide opportunities for the community to share ideas and learn from outside experts on relevant topics.	Parent Learning Events
<b>Room Parents</b>	Serve as a communication link between families and their classroom teachers, and support class-specific volunteering. Fuel our staff through acts of appreciation.	Teacher Support, Classroom Recruiting, Field Trip Support, Staff Appreciation
<b>School Events</b>	Strengthen our school culture and deepen bonds through shared events and experiences.	Night Market, Social Events
<b>Technology</b>	Support the technical infrastructure needed for smooth operations at the school.	Website, Parent Portal, IT Support

# 2015-16 FSO Committee Leadership

Communications	Community Inclusion	Community Outreach	Facilities Improvement	Fundraising
<p><b>Chair:</b> Lucia Hwang</p> <p><b>Council Rep:</b> Lucia Hwang</p> <p><b>Staff Liaison:</b> Sue Park</p>	<p><b>Chair:</b> Open - contact Mimi Ho</p> <p><b>Council Rep:</b> Open</p> <p><b>Staff Liaison:</b> Jamila Dugan</p>	<p><b>Chair:</b> Lily Wang</p> <p><b>Council Rep:</b> Lily Wang</p> <p><b>Staff Liaison:</b> Mia Perez, Jenny Suen</p>	<p><b>Chair:</b> Open - contact Mike Scribner</p> <p><b>Council Rep:</b> Mike Scribner</p> <p><b>Staff Liaison:</b> Wendy Larson</p>	<p><b>Chairs:</b> Read-a-Thon: Open; Gala: Steve and Jamie Chen; Other: Contact Karen Geiger</p> <p><b>Council Rep:</b> Rotating</p> <p><b>Staff Liaison:</b> Xinyi Xu</p>

# 2015-16 FSO Committee Leadership

In-School Volunteers	Parent Education	Room Parents	School Events	Technology
<b>Chair:</b> Kriss Kokoefer  <b>Council Rep:</b> Kriss Kokoefer  <b>Staff Liaison:</b> Mica Tucci	<b>Chair:</b> Open - contact Lynna Tsou  <b>Council Rep:</b> Rotating  <b>Staff Liaison:</b> Jill Yee	<b>Chair:</b> Room Parents: Andrea Plastas; Staff Appreciation: Lisa Hilley  <b>Council Rep:</b> Andrea Plastas  <b>Staff Liaison:</b> Lisa Jordan	<b>Chairs:</b> Night Market: Hannah Le Tarnas, Amy Lee; Social Events: Dennis Dornan; Other: Contact Kelly Scribner  <b>Council Rep:</b> Rotating  <b>Staff Liaison:</b> Diana Kong	<b>Chair:</b> Dave Tjen  <b>Council Rep:</b> Rotating  <b>Staff Liaison:</b> Alice Kuang

# FAQs

**Q: Why did we need to change the Parent Action Group (PAG)?**

PAG, as well as the Cultural Competence Committee (CCC), had been evolving organically since Yu Ming's inception, and the structure looked a little different every year. The Family Support Organization simply puts some clearer definition around the natural next step in our evolution.

**Q: Why don't we have elected officers for the Family Support Organization?**

At this stage in our school's growth, we want a diverse group of parents that are supporting the school in various capacities to have the opportunity to meet regularly with the principal. We feel this will provide greater representation than one or two elected officers.

**Q: How can I be part of the Family Support Council?**

Get involved in the Family Support Organization! There are so many ways, big and small, to participate in one of the 10 committees. All of the committees are open to rotating representation on the Family Support Council.

**Q: What if I have a question or concern that I want to raise with the Family Support Council?**

Parent questions and concerns should generally be raised through Yu Ming's [published communication channels](#). The Family Support Council is designed to bring voices to the table that are active in work on behalf of the school. These active individuals and their respective committees provide unique "eyes and ears" into the pulse of the school.

**Q: Will the Family Support Council provide forums for input on school matters?**

We expect that the Family Support Council will bring up issues that are of significant impact to the school community as part of their regular meetings. If appropriate, we will hold community meetings to facilitate open and constructive conversation.

*joyful*



*child-centered*



# Thank you for your support!

*learning*

*connected*



Appendix IV: Governance



## **School-Parent-Student Agreement**

### ***The Student's Commitment***

- I will follow the school's code of conduct and use my C.A.R.E.S. skills at all times.
- I will come to school ready, prepared with what I need for class and eager to learn.
- I will try to speak in Mandarin at all times except during English instruction.
- I will complete all of my homework assignments on time.
- I will read or ask someone to read to me every night.

### ***The School's Commitment***

- We embrace and model the four core values of ethics, perseverance, compassion and wisdom and will work to instill them in our students.
- We will work tirelessly to ensure that your child secures the academic knowledge and skills to prepare him / her for the nation's finest high schools and colleges.
- We will graduate students who are bilingual, biliterate and bicultural.
- We will provide a caring community where your child will be encouraged to develop as an individual and will not face prejudice because of color, race, gender, religion, disability or sexuality.
- We will operate a longer school year to ensure your student has more time for learning.
- We will always come to class prepared and will continually engage students by providing them with challenging work that paves the way for success.
- We will ensure a physically and emotionally safe environment for your child.
- We will encourage students to use Mandarin at all times, during lessons, recess and lunch break.
- We welcome parents to observe classes (after informing the school in advance and checking in at the front office) providing there is no disruption.
- We will communicate with you regularly about your child's performance and make ourselves available in person, by telephone or by email. We will do our best to return your telephone calls within 48 hours.
- We will assign productive, meaningful homework each week (except in special circumstances) to focus students on working to their fullest potential.
- We will enforce the school's Code of Conduct consistently and fairly, and notify you promptly if we have concerns about your child's behavior in school.
- We will provide support and resources to all families to assist your child in learning Mandarin at home.

### ***Parents' / Guardians' Commitment***

- We will be guided by the school's four core values of ethics, perseverance, compassion, wisdom and will model these in our interactions with school staff and one another.

- We understand that an immersion education is a long term commitment that requires our dedication and perseverance.
- We will encourage our child to use Mandarin as often as possible, and will support his/her Mandarin learning at home as best possible using resources from the school.
- We will support our child's academic growth by:
  - Holding high expectations for him/her.
  - Providing a quiet, undisturbed time and space for our child to complete his/her homework.
  - Ensuring that our child completes his/her homework daily.
  - Ensuring that s/he is reading or being read to every night.
  - Frequently discussing schoolwork and activities with my child.
  - Communicating regularly with our child's teachers.
- We understand that the school offers a longer school year, and will ensure our child is well-rested, fed and present to take advantage of the extended learning time. Specifically, by
  - Ensuring that our child comes to school every day on time, stays for the full day, and is picked up promptly at dismissal time.
  - Not planning family vacations or other extended absences on school days.
  - Making sure that our child promptly makes up missed work following absences.
- We understand that the school's Dress Code is an important part of ensuring a safe and respectful school community and will ensure that our child comes to school each day in proper dress according to the uniform specifications laid out by the school.
- We support the school's Code of Conduct including all its rules, rewards and disciplinary consequences.
- We will participate in school activities, including Student-Parent-Teacher Conferences so that we may be partners in our child's progress in school.
- We understand that we are encouraged to volunteer at least 30 hours per year per family for the school community. This includes all meetings, parent education activities, in-class help etc.
- We understand that we are not required to sign this contract as a term of our child's admission to the school, but do so voluntarily because we believe that a partnership between parents and educators is critical to creating the best possible education for our child.

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Student Signature

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Parent/Guardian Signature

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School Signature

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Print Name

---

Print Name

---

Print Name

---

Date

---

Date

---

Date

## UNIFORM COMPLAINT POLICY AND PROCEDURES

### Scope

Yu Ming Charter School's (the "Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation, or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, sex, sexual orientation, gender, gender expression, gender identity, genetic information, ethnic group identification, race or ethnicity, nationality, national origin, religion, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: adult education programs, special education programs, consolidated categorical aid, migrant education, career technical and technical education training programs, child care and development programs, and child nutrition programs.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
  - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
    - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
    - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
    - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
  - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

- d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
  - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

### **Compliance Officers**

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Principal  
Yu Ming Charter School  
1086 Alcatraz Ave  
Oakland CA, 94608  
(510) 452-2063

The Principal or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Principal or designee.

Should a complaint be filed against the Principal, the compliance officer for that case shall be the President of the Charter School Governing Board.

### **Notifications**

The Principal or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties.

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Principal or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- a. A statement that the Charter School is primarily responsible for compliance with state and federal laws and regulations;
- b. A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- c. A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- d. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- e. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- f. A statement that copies of the local educational agency complaint procedures shall be available free of charge.

## **Procedures**

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- *Step 1: Filing of Complaint*

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- *Step 2: Mediation*

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- *Step 3: Investigation of Complaint*

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- *Step 4: Response*

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- *Step 5: Final Written Decision*

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

### **Appeals to the California Department of Education**

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Principal or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

### **Civil Law Remedies**

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

## **POLICY AGAINST UNLAWFUL HARASSMENT**

Yu Ming Charter School (“YMCS”) is committed to providing a work and educational atmosphere that is free of unlawful harassment. YMCS’s policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. YMCS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which YMCS does business, or any other individual, student or volunteer. This policy applies to all employee, student or volunteer actions and relationships, regardless of position or gender. YMCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

### **Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above.

### **Prohibited Unlawful Sexual Harassment**

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by YMCS.

YMCS is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee, and disciplinary action up to and including suspension and/or expulsion for students.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission to the conduct is made explicitly or implicitly a term or a condition of an individual’s employment, academic status, or progress; (2) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (3) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (4) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution .

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee, volunteer and student has the responsibility to maintain a workplace and educational environment free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Principal. See Attachment B for the “Harassment Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

YMCS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

### Compliance Officers

The YMCS Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure YMCS' compliance with law:

Principal  
Yu Ming Charter School  
1086 Alcatraz Ave  
Oakland CA, 94608  
(510) 452-2063

The Principal or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible.

### **Employee Complaints**

Employees may also direct their complaints to the California Department of Fair Employment and Housing ("DFEH"), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission ("FEHC") or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

## GENERAL COMPLAINTS

Yu Ming Charter School (“Charter School”) has adopted this General Complaint Policy to address concerns about the Charter School generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the Charter School’s Policy Against Unlawful Harassment and/or the Charter School’s Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

### **Internal Complaints** (Complaints by Employees against Employees)

This section of the policy is for use when a Charter School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal or designee:

1. The complainant will bring the matter to the attention of the Principal as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the Chair of the Governing Board of the Charter School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the Charter School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

### **Policy for General Complaints** (General Complaints; Complaints by Third Parties against Employees)

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about the Charter School generally, or a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or Board President (only if the complaint concerns the Principal) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or designee) shall abide by the following process:

1. The Principal or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Principal or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.
2. In the event that the Principal (or designee) finds that a complaint is valid, the Principal (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of the Charter School, the Principal may take disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Governing Board of the Charter School. The decision of the Governing Board shall be final.

### **General Requirements**

1. Confidentiality  
All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation  
All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution  
The Board (if a complaint is about the Principal) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

## UNIFORM COMPLAINT PROCEDURE FORM

Last name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_

Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Street Address/Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School/Office of Alleged Violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> Adult Education              | <input type="checkbox"/> Nutrition Services |
| <input type="checkbox"/> Local Control Funding Formula     | <input type="checkbox"/> Migrant and Indian Education | <input type="checkbox"/> Special Education  |
| <input type="checkbox"/> Child Development Programs        | <input type="checkbox"/> Career/Technical Education   | <input type="checkbox"/> Pupil Fees         |

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- |  |  |   |                                   |
|--|--|---|-----------------------------------|
| <input type="checkbox"/> Age   | <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Religion                                 | <input type="checkbox"/> Ancestry |
| <input type="checkbox"/> Gender/Gender Expression/ Gender Identity   | <input type="checkbox"/> Sex (Actual or Perceived)   |   |                                   |
| <input type="checkbox"/> Color   | <input type="checkbox"/> National Origin             | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |                                   |
| <input type="checkbox"/> Disability (Mental or Physical)   | <input type="checkbox"/> Race or Ethnicity           | <input type="checkbox"/> Genetic Information                      |                                   |
| <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |  |   |                                   |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

☐ Yes

☐ No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

Principal  
Yu Ming Charter School  
1086 Alcatraz Ave  
Oakland CA, 94608

## HARASSMENT COMPLAINT FORM

*It is the policy of YMCS that all of its employees be free from harassment including sexual harassment. This form is provided for you to report what you believe to be harassment, so that YMCS may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*If you are an employee of YMCS, you may file this form with the Principal or Board President. If you are a student/parent, you may file this form with the Principal, or if the complaint involves the Principal, the Board President.*

*Please review YMCS's policies concerning harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be harassment.*

*YMCS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, YMCS will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, YMCS will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize YMCS to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that YMCS will be able to address your complaint to your satisfaction.*

*Charges of harassment are taken very seriously by YMCS both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed you or someone else: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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**I acknowledge that I have read and that I understand the above statements. I hereby authorize YMCS to disclose the information I have provided as it finds necessary in pursuing its investigation.**

**I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.**

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

## COMPLAINT FORM

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize Yu Ming Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by Yu Ming Charter School:

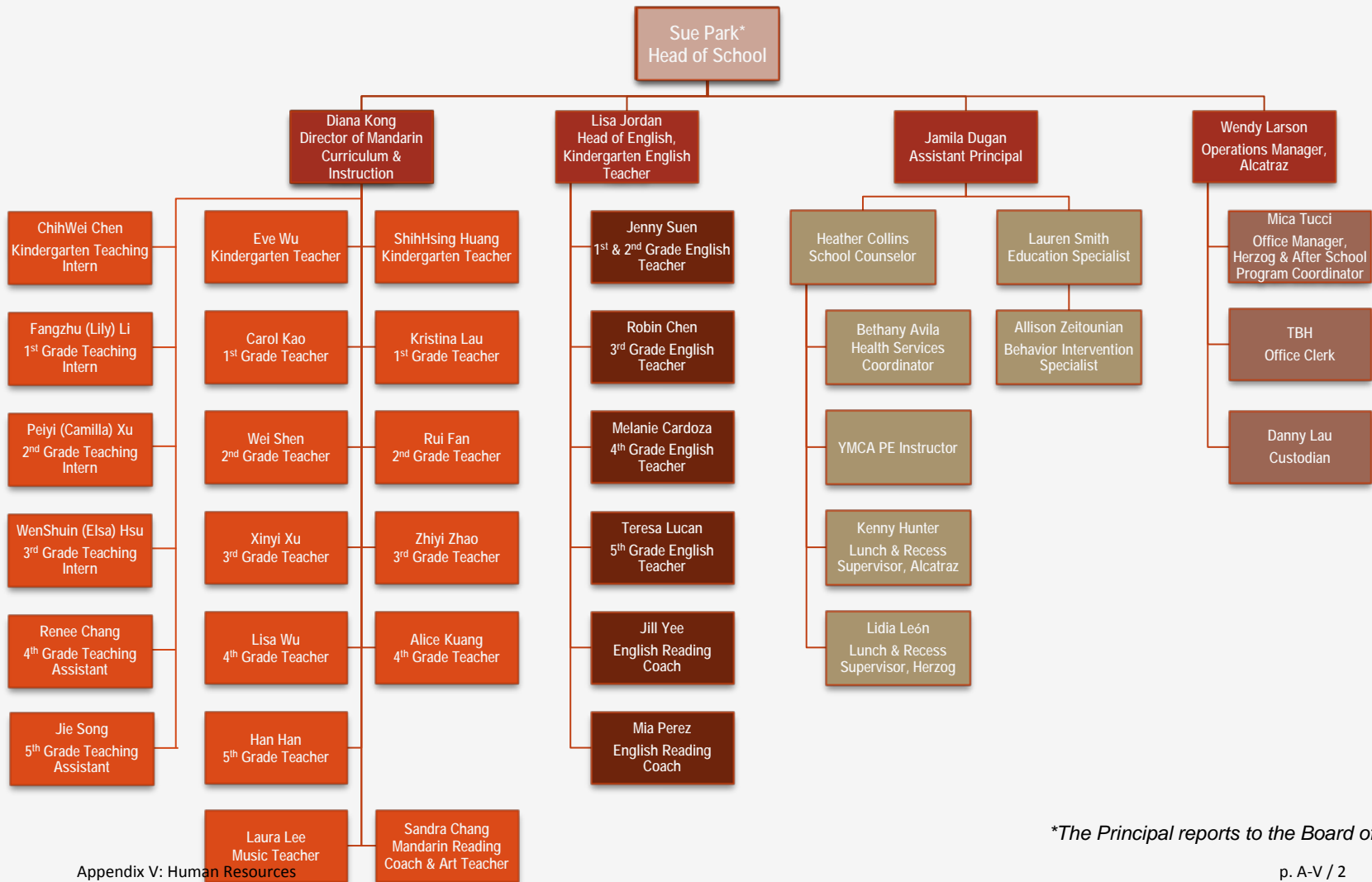
Received by: \_\_\_\_\_ Date: \_\_\_\_\_



# CHARTER RENEWAL PETITION

## APPENDIX V: HUMAN RESOURCES

# Yu Ming Organization Chart 組織結構圖



\*The Principal reports to the Board of Directors



## 2015-2016 Professional Development Plan

Date	PD Session	Outcomes	Facilitators
8/14/2015	Dept Assessment Planning	- Determine schoolwide assessments and calendar for ELA, Mandarin, SSS	Sue
8/21/2015	Dept Planning Time:	- Understand the criteria for curriculum maps - Begin curriculum map review - Understanding new pick up policy	Diana/ Lisa
8/28/2015	Unpacking CCSS for Effective Planning and Instruction	- Describe CCSS standards & how to break them down - Plan lessons/ units based on unpacked standards - Final Curriculum Map Review/Worktime	Jamila/ Lisa/ Diana
9/4/2015	Target Language Use and Family Diversity	- Understanding the YM immersion model - Utilizing best practices for language use - Utilizing best practices for inclusive environments	Heather, Jill, and TBD
9/11/2015	CCSS Math PD		Celia
9/18/2015	Mastery Based Report Cards		
	CCSS Language Arts	- Effective guided reading instruction - Oral Fluency	
9/25/2015	CCSS Writing PD	Learning Headquarters	Sue
10/2/2015	CCSS Writing PD	Learning Headquarters	Sue
10/9/2015	CCSS Math		Celia
10/23/2015	Dept Planning Time	Applying CCSS Language Strategies	
10/30/2015	Data Cycle of Inquiry	- Review schoolwide, dept, grade & subject data - Plan instructional intervention	
11/6/2015	Preparing for Effective Conferences	- Report Card Norming - Benchmark Review - Effective Conversations	
11/13/2015	Learning Headquarters Writing Norming	- Norm on scoring - Score writing assesments - Create student grouping/ Instructional adjustment	
11/27/2015			
12/4/2015	CCSS Math		Celia
12/11/2015	CCSS Math		Celia
12/18/2015			
1/8/2016	CCSS Language Arts	- Effectice guided reading instruction - Oral Fluency - writing (powerful sentences/ paragraphs)	
1/15/2016	Dept Planning Time	- Applying CCSS Language Strategies	
1/22/2016	CCSS Math	- Discuss math curriculum adoption	Celia
1/29/2016			
2/5/2016			
2/12/2016	CCSS Math		Celia
2/26/2016	Data Cycle of Inquiry	- Review schoolwide, dept, grade & subject data - Plan instructional intervention	
3/4/2016	CCSS Math		Celia
3/11/2016	Report Card and Effective		



	Conferences		
3/25/2016			
4/1/2016			
4/15/2016	CCSS Math		Celia
4/22/2016	CCSS Language Arts	<ul style="list-style-type: none"> <li>- Effective guided reading instruction</li> <li>- Oral Fluency</li> <li>- Writing powerful sentences and paragraphs</li> </ul>	
4/29/2016	Dept Planning Time	- Applying CCSS Language Strategies	
5/6/2016			
5/13/2016			
5/20/2016	CCSS Math		Celia
5/27/2016	Data Cycle of Inquiry	<ul style="list-style-type: none"> <li>- Review schoolwide, dept, grade &amp; subject data</li> <li>- Plan instructional intervention</li> </ul>	
6/3/2016			
6/10/2016			
6/17/2016			



## **Yu Ming Charter School Professional Support and Evaluation 2014-2014**

### **Contents**

1. Introduction, Overview & Goals
2. Components
3. Rolling out
4. Supports & Rewards
5. Key Questions

### **Introduction, Overview & Goals**

Yu Ming Charter School is now in its third year of operation. The mission of the school is

- To provide a rigorous college preparatory program
- To graduate students who are bilingual in English and Mandarin Chinese
- To nurture curiosity, international perspective and diligence in attaining personal goals
- To develop compassionate individuals with sound moral character and respect for community and the environment

In order to ensure the school succeeds in our mission and that students graduate bilingual and biliterate in Chinese and English and career and college ready, we must provide our teachers with a Teacher Support and Evaluation System that enables them to become highly effective in the classroom.

Many of the components of this plan come from the College Ready Promise (TCRP) and have been used over the last few years at 4 charter organization across California, including Aspire Public Schools, with whom we consulted when devising the plan. The rationale for using these materials was twofold:

1. To make use of well researched and existing materials that can be tailored to fit our educational model; and
2. To benefit from the experience and expertise of Aspire CMO, who are local and are willing to provide knowledge and information to support us. They began working on TCRP in 2009.

### **Goals**

This process aims to:

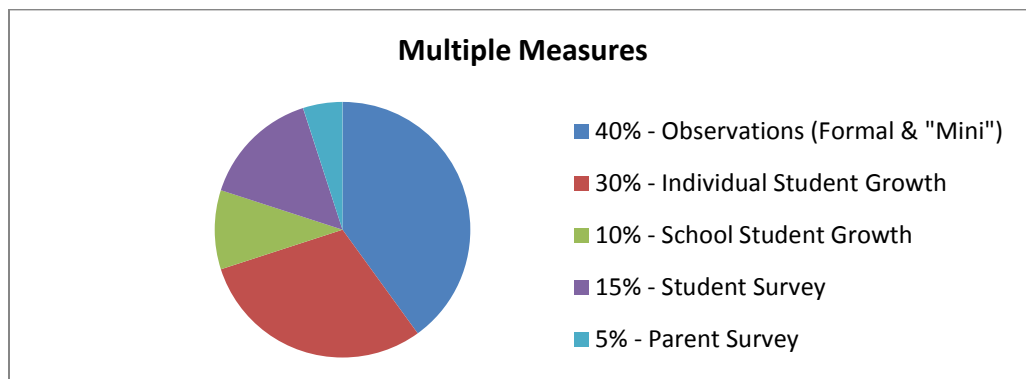
- To provide meaningful and useful feedback to teachers
- To provide supporting tools aligned to teachers' needs that enable them to grow professionally
- To establish a culture in which feedback is welcomed and continual growth and development is the norm
- To create a process that is consistent, fair and clear to all staff

### **Components**

A strong Teacher Support and Evaluation plan uses multiple measures for teacher effectiveness. This plan includes the following components:

- Observations and Feedback / Administrators comments
- Student & Parent surveys
- Student growth data
- School-wide growth

## Yu Ming Charter School Professional Support and Evaluation 2014-2014



### Teacher Effectiveness Rubric

The rubric we will use is known as 'The College Ready Teaching Framework'. It has four domains

1. Data Driven Planning and Assessment
2. Classroom and Learning Environment
3. Instruction
4. Professional Contributions

Observations will be used to measure domains 1-3

Student Surveys will be used to measure domains 2-3

Parent survey and administrators experience working with the teacher will be used to measure domain 4

### Conferences/ Reviews

There will be two conferences held across the year. At the beginning of the year teachers will meet with the Curriculum Director or Head of English to set goals for the upcoming year. At the end of the year there will be an annual review consisting of 2 parts (this may expand to 2 separate meetings if time and space allows for it)

- The first part of the conversation follows the employee's completion of self-reflection against the instructional rubric and their own areas of focus. It also allows the administrator the opportunity to clarify any questions they have.
- The second conversation is focused on the administrator's completed review (including scoring against the instructional rubric) that incorporates teachers reflection from the meeting as well we other factors.

### Observations

Throughout the year there will be 3 mini observations and 1 full observation. Each mini observation will last approximately 20 minutes and will focus on the area identified as an area for growth by the teacher at the beginning of the year conference. The Head of English together with the Principal are responsible for conducting all the ELA formal observations. The Director of Instruction and Curriculum together with the Principal are responsible for conducting all the MLA formal observations. The final observation of the year is a full observation lasting 40 minutes with both the Principal and the Head of English/ Curriculum Director and will look at the whole instructional rubric. All observations are unscheduled.

### New Teacher Support

For new teachers the first mini observation is used to set focus areas. This is done with the administrator (Head of English or Curriculum Director). Once the goals are established then the teacher will meet with the Head of Professional development for coaching. The coaching meetings will focus on strategies for achieving those goals. Coaching meetings will take place on a 6 week cycle (or as needed). Coaching will be entirely separate from evaluation.



## Yu Ming Charter School Professional Support and Evaluation 2014-2014

### Surveys

Student Surveys will be given twice per year, once in the Fall and once in the Spring. Results in the Fall will be used to help teachers determine SMART goals aligned to the rubric. The results in the Spring will allow both teacher and Principal to measure improvement against those goals according to the students. Parent surveys will be conducted in April/ May of each year. The results will be used to help inform teachers' decisions for the following year, particularly in regard to mode, frequency and style of communication.

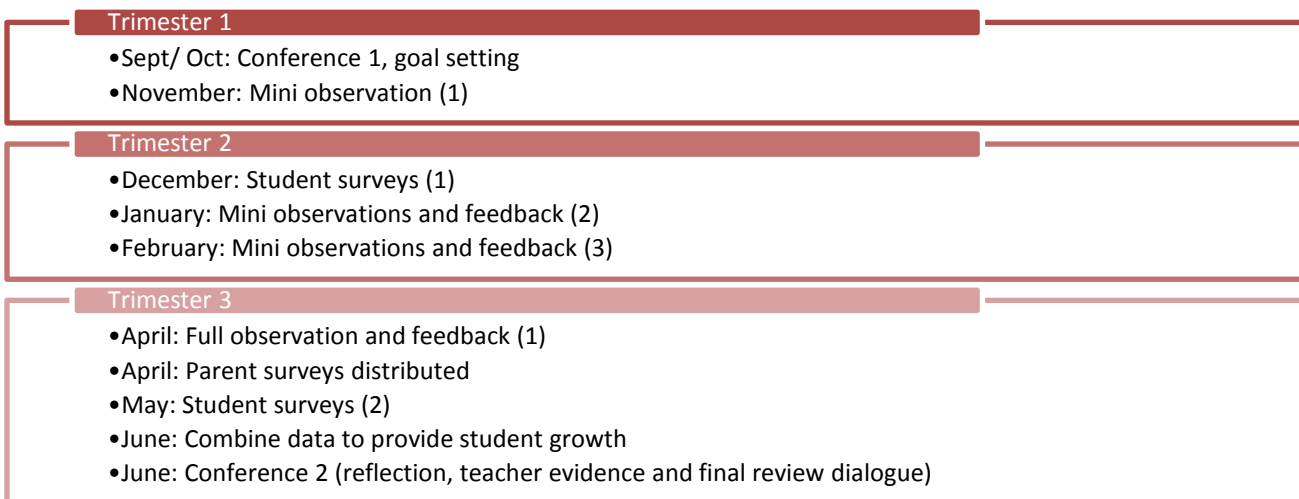
### Student and School Growth measures

NB This will change over time as the age of our students' increases, new state tests replace old ones and the school becomes more mature. In addition, whilst the school is small collecting and analyzing the data will be a challenge.

- Grades K-2: For the 2014-2015 year we will just use MAP data for Math in MLA and for English in ELA. In future years we will incorporate more measures such as the DRA for English and ELLOPA or some other equivalent for Chinese.
- Grades 3 and up: For the 2014-2015 year we will just use MAP data for Math in MLA and for English in ELA. We will use SBAC data once we have an established baseline
- School growth: we will also use MAP data this year but will consider adding other measures next year.

### Rolling Out

The graphic below provides an outline of the process throughout the year.



### Supports and Rewards

Observation feedback and conference times will be an opportunity to check in with teachers; assess areas of strength and development and establish where they need support. Goals set at the beginning of the year will be refined accordingly and tools for support suggested. These could include any of the following:

- External professional development opportunities
- Lead Teacher support system
- Mentor teacher assignments for new staff
- Assignments based on Doug Lemov's Teach Like a Champion or Lee Canter's Classroom Management
- Targeted use of videos from 'Teacher's TV'
- Peer observations
- Follow up observations and meetings with Principal as necessary

## Yu Ming Charter School End-of-Year Teacher Evaluation Rubric

Name

## Domain 1: Data-Driven Planning and Assessment

Standard	Indicators	Level I	Level II	Level III	Level IV
1.1 Establish standards-based learning objectives and assessments	A) Selection of learning objectives	Learning objective(s) are missing a specific level of cognition or content. AND Learning objective(s) are misaligned (do not progress toward mastery of content standards).	Learning objective(s) are missing either a specific level of cognition or content. OR Learning objective(s) are misaligned (do not progress toward mastery of content standards).	Learning objective(s) include both specific levels of cognition and content. AND Learning objective(s) are aligned to and progress toward mastery of content standards.	<i>All of level 3 and...</i> Learning objective(s) exceed level of cognition or increase level of challenge required by content standards.
	B) Measurability of learning objectives through summative assessments	Learning objective(s) are not measureable.	Learning objective(s) are measureable. AND Achievement of learning objective(s) is measured by <b>general</b> criteria (quantitative or qualitative).	Learning objective(s) are measureable. AND Achievement of learning objective(s) is measured by <b>specific</b> criteria (quantitative or qualitative).	<i>All of level 3 and...</i> Achievement of learning objective(s) is measured by multiple methods.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences	The design of the learning experiences is not aligned to the learning objective(s). AND Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is not aligned to the learning objective(s). OR Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is aligned to the learning objective(s). AND The design of the learning experiences is sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	<i>All of level 3 and...</i> The design of the learning experiences is differentiated to meet the needs of subgroups of students.
	B) Creating cognitively engaging learning experiences for students	Instructional plans do not provide opportunity for cognitively engaging learning experiences throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences but without appropriate time and support throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences throughout the lesson cycle, and each learning experience provides appropriate time and support.	<i>All of level 3 and...</i> Instructional plans provide differentiated, cognitively engaging learning experiences for subgroups of students.
1.3 Use student data to guide planning	A) Lesson design guided by data	The teacher does not use student data to guide or inform planning.	The teacher uses student data to inform planning of content organization <b>or</b> instructional strategies. OR The teacher uses student data to inform planning that meets the needs of the whole class.	The teacher uses student data to inform planning of content organization <b>and</b> instructional strategies. AND The teacher uses student data to inform planning that meets the needs of subgroups of students.	<i>All of level 3 and...</i> The teacher cites instructional strategies to meet the needs of individual students.

## Domain 1: Data-Driven Planning and Assessment

Standard	Indicators	Level I	Level II	Level III	Level IV
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge and skills	The teacher does not accurately identify or address the prerequisite knowledge and skills to achieve the standard/learning objective(s). OR The teacher does not include opportunities to activate prerequisite knowledge. OR The teacher does not include strategies to address potential gaps for whole group of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for <b>whole groups</b> of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for <b>subgroups</b> of students.	<i>All of level 3 and...</i> The teacher uses knowledge to address potential gaps for individual students.
	B) Addresses common content misconceptions	The teacher does not anticipate common student misconceptions and does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions <b>but does not</b> include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions <b>and</b> includes strategies that ensure students recognize and address these misconceptions to master the standard/learning objective(s).	<i>All of level 3 and...</i> The teacher includes opportunities for students to uncover and correct their own additional misconceptions.
1.5 Design assessments to ensure student mastery	A) Selection and progression of formative assessments	Formative assessments are not aligned to the learning objective(s). OR Formative assessments are not planned.	The formative assessments are inconsistently aligned to the learning objective(s). OR Formative assessments do not yield actionable data. OR Formative assessments are planned for a single component of the lesson cycle.	A variety of formative assessments are selected to yield actionable data about progress toward mastery of the learning objective(s). AND Formative assessments are planned for different components of the lesson cycle, progressing toward student mastery of the learning objective(s).	<i>All of level 3 and...</i> The formative assessments are differentiated to yield actionable data about subgroups of students.
	B) Planned response to assessment data	The teacher has not planned a response to data from formative assessments.	The teacher inconsistently plans responses to data from formative assessments.	The teacher plans to adjust instruction based on the data from each formative assessment.	<i>All of level 3 and...</i> The teacher provides opportunities for students to use formative assessments to reflect on current progress toward the learning objective(s) or to determine next steps to extend learning.

## Domain 1: Data-Driven Planning and Assessment

Standard	Indicators	Level I	Level II	Level III	Level IV
<p style="text-align: center;">1.6</p> <p>Use researched and proven immersion/ education teaching strategies</p>	A) Uses explicit instruction to deliver new language needed to access content	Does not use explicit instruction to teach new content	Is inconsistent when introducing new language for new content	Identified which language is needed to introduce new content and explicitly teaches it before content is introduced	Teacher has students engage with the new language and sets up activities that reinforces the language throughout the lesson maximizing use of the language by students
	B) Uses manipulatives, realia, props, visuals, graphic organizers or role play to support language acquisition	Does not use realia, props, visuals or any other aids/ manipulatives to scaffold the content of the lesson	Is inconsistent with the use of supports to teach content	The teacher identifies appropriate tools and supports to make content accessible for a variety of proficiency levels	Teacher uses knowledge of students learning styles and needs to ensure that props are appropriate to content, student levels and interest/ learning preferences

## Domain 2: The Classroom Learning Environment

Standard	Indicators	Level I	Level II	Level III	Level IV
2.1 Creates a classroom/ community culture of learning	A) Value of effort and challenge	The teacher's words and actions provide little or no encouragement for academic learning or convey low expectations for student effort. Students do not consistently persist in completing assigned work.	The teacher's words and actions emphasize compliance and completion of work. Students seek to complete tasks without consistent focus on learning or persistence toward quality work.	The teacher's words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort to learn and persist in producing high quality work.	<i>All of level 3 and...</i> Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations	It is evident that the teacher did not teach standards for student behavior. OR Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior. OR Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. AND Student behavior consistently contributes to an academic environment.	The teacher has established clear, high standards for student behavior. Without being prompted, students articulate or promote behavioral expectations that support the classroom's academic environment.
	B) Response to behavior	The teacher does not respond to misbehavior when necessary, or the response is repressive or disrespectful of student dignity.	The teacher's verbal or non-verbal response to student behavior is inconsistent. OR Teacher's verbal or non-verbal response is focused on the whole-class. OR Teacher emphasizes consequences over positive reinforcement.	The teacher's verbal or non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students.	<i>All of level 3 and...</i> Students appropriately respond to or redirect each other's behavior.

## Domain 2: The Classroom Learning Environment

Standard	Indicators	Level I	Level II	Level III	Level IV
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students	The teacher's interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students exhibit disrespect for the teacher.	The teacher's interactions with students inconsistently demonstrate respect and positivity, or are not consistently appropriate for the age and needs of students in the class. OR Students inconsistently exhibit respect for the teacher.	The teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the students in the class. AND Students exhibit respect for the teacher.	<i>All of level 3 and...</i> The teacher's interactions demonstrate a positive rapport with individual students.
	B) Student interactions with each other	Student interactions are impolite and disrespectful, which interferes with learning for some students.	Student interactions are generally polite and respectful, but students do not support each other's learning.	Student interactions are polite and respectful, and students support each other's learning.	<i>All of level 3 and...</i> Students encourage each other individually.
2.4 Use smooth and efficient routines, procedures, and transitions	A) Routines, procedures, and transitions	The teacher has not established or does not enforce routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions; however, some may be missing or inconsistently enforced, resulting in the loss of instructional time.	The teacher has established and enforces routines, procedures, and transitions that maximize instructional time.	All of level 3 and... With minimal prompting, students effectively facilitate some routines, procedures, and transitions.
2.5 Classroom is displayed with Chinese/ English print, cultural images and student work in Chinese/ English	A) Writing (in Chinese or English depending on subject) is displayed	Very limited student or writing samples or core characters displayed inside of classroom or on hallway display boards	Some samples of writing are displayed including core characters but no student writing samples	Student writing is displayed as well as core characters, poems and other writing samples related to academic and cultural content	<i>All of level 3 and includes....</i> regular updating of displays to show most recent student work
	B) Chinese / US culture is taught through classroom displays and images posted	Chinese / US culture is not depicted in the classroom environment through images or decorations	Chinese / US culture is inconsistently shown through displays, pictures and decorations	Classroom walls are covered with culturally relevant posters that depict US/ Chinese culture in a way that is age appropriate and engaging to students	All of level 3 and..... are regularly updated to reflect academic content and seasonal cultural celebrations

### Domain 3: Instruction

Standard	Indicators	Level I	Level II	Level III	Level IV
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson	The teacher does not explain the learning objective(s).	The teacher explains the learning objective(s) but does not refer to the objective(s) throughout the lesson. OR Students cannot articulate what they are expected to learn.	The teacher explains the learning objective(s) and refers back to it throughout the lesson. AND Students are able to articulate what they are expected to learn.	<i>All of level 3 and...</i> Students are able to articulate the relevance of the learning objective.
	B) Connections to prior and future learning experiences	The teacher makes limited connections between current learning objective(s) and the students' prior or future learning.	The teacher makes connections between the current learning objective(s) and the students' prior <b>or</b> future learning. Connections are vague or based on connections to assessments and grades.	The teacher makes connections between the current learning objective(s) and the students' prior <b>and</b> future learning to further student understanding of the content material within or outside of the discipline or unit.	The teacher facilitates as students build connections between the current learning objective(s) and their prior and future learning. Students make explicit connections within or outside of the discipline or unit.
	C) Criteria for success	The teacher does not establish criteria for successfully demonstrating attainment of the learning objective(s).	The teacher mentions but does not clearly explain the criteria for successfully demonstrating attainment of the learning objective(s).	The teacher clearly articulates the criteria for successfully demonstrating attainment of the lesson objective(s). AND Students are able to articulate the criteria for successfully demonstrating attainment of the learning objective(s).	<i>All of level 3 and...</i> The teacher solicits student discussion to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).

### Domain 3: Instruction

Standard	Indicators	Level I	Level II	Level III	Level IV
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle	The teacher executes a lesson cycle that is inappropriately paced. AND The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes a lesson cycle that is inappropriately paced. OR The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes an appropriately paced lesson cycle that gradually releases responsibility so that students can independently master the learning objective(s).	<i>All of level 3 and...</i> To address the learning needs of subgroups, the teacher adapts the pacing or the release of responsibility.
	B) Cognitive level of student learning experiences	Learning experiences are not cognitively engaging. OR Learning experiences do not match the level of rigor required to attain mastery of the standard/learning objective(s).	Some learning experiences are cognitively engaging. OR Some learning experiences match the level of rigor required to attain mastery of the standard/learning objective(s).	Learning experiences throughout the lesson cycle are cognitively engaging. AND Learning experiences consistently match the level of rigor required to attain mastery of the standard/learning objective(s).	<i>All of level 3 and...</i> Learning experiences require student thinking that exceeds the level of cognition or increases the level of challenge required by the standard/learning objective(s).

### Domain 3: Instruction

Standard	Indicators	Level I	Level II	Level III	Level IV
3.3 Implementation of instructional strategies	A) Questioning	Many questions posed by the teacher do not move student thinking toward mastery of the learning objective(s). OR Most of the questions posed by the teacher require little cognitive challenge.	The teacher poses questions to a small number of students in the class. OR The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s).	The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s). AND The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking.	<i>All of Level 3 and...</i> Students pose questions that require cognitive challenge. OR Students initiate questions to further other students' understanding of the content.
	B) Academic Discourse	The teacher does not require students to use the language of the discipline, discuss academic ideas, or justify their reasoning. OR The teacher provides minimal opportunities for student discussion.	The teacher inconsistently requires students in whole class or small group conversations to use the language of the discipline, discuss academic ideas, <b>or</b> justify their reasoning. OR Academic discourse is limited to a small number of students.	The teacher facilitates conversations in whole class and small group settings that require all students to consistently use the language of the discipline, discuss academic ideas, <b>and</b> justify their reasoning.	Students facilitate whole class or small group discussions and consistently use the language of the discipline, discuss academic ideas, and justify their reasoning.
	C) Group structures	The structure and size of grouping arrangements do not move students toward mastery of the learning objective(s).	The structure and size of grouping arrangements inconsistently move students toward mastery of the learning objective(s). OR Students inconsistently participate within all group structures.	The structure and size of grouping arrangements move students toward mastery of the learning objective(s). AND Students actively participate within all group structures.	<i>All of level 3 and...</i> The teacher differentiates grouping arrangements in order to maximize learning for individual students. Students rely on each other to work through challenging activities and hold themselves and each other accountable for individual or group work.
	D) Resources and instructional materials	Resources and instructional materials are unsuitable to the lesson objective(s), distract from or interfere with student learning, or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objective(s). Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and promote cognitive engagement.	<i>All of level 3 and...</i> Resources and instructional materials require cognitive engagement. Students choose, adapt, or create materials to extend learning.

### Domain 3: Instruction

Standard	Indicators	Level I	Level II	Level III	Level IV
3.4 Monitoring student learning during instruction	A) Checking for understanding and adjusting instruction	The teacher does not check for students' understanding of the learning objectives during the lesson. OR The teacher does not adjust instruction based on the data.	The teacher inconsistently checks for understanding throughout the lesson cycle. OR The checks do not yield actionable data on students' progress toward the learning objective(s). OR The teacher inconsistently or ineffectively adjusts instruction based on the data.	The teacher checks for understanding using varied techniques throughout the lesson cycle to yield actionable data on students' progress toward the learning objective(s). AND The teacher adjusts instruction based on the data to meet students' learning needs.	<i>All of level 3 and...</i> The teacher implements differentiated instruction and continued checks for understanding based on the progress of subgroups toward mastery of the learning objective(s).
	B) Feedback to students	The teacher does not provide feedback to students. OR Feedback does not advance students toward mastery of the learning objective(s).	The teacher provides feedback but not throughout the lesson cycle. OR Feedback inconsistently advances students toward attainment of the learning objective(s).	The teacher provides feedback throughout the lesson cycle that is specific and timely. AND Feedback consistently advances students toward attainment of the learning objective(s).	<i>All of level 3 and...</i> Students provide specific feedback to one another.
	C) Self-monitoring	Student self-monitoring is not evident.	Students assess their work with an emphasis on completion rather than progress toward the learning objective(s). OR Students cannot justify their self-assessment.	Students assess and monitor the quality of their own work against the learning objective(s) and success criteria. AND Students are able to justify their self-assessment.	<i>All of level 3 and...</i> Students determine appropriate next steps for improving their learning.
3.5 Emphasis on language acquisition	A-C) Students Use the target language at all times	Students rarely use Chinese in class to teacher or peers	Students are using Chinese when speaking to the teacher and inconsistently to peers	Students are using Chinese at all times in class to teacher and peers with teacher prompting (in lower grades)	<i>All of level 3 and.....</i> Students encourage one another to use Chinese at all times in and outside of the classroom

## Domain 4: Professional Contributions

Standard	Indicators	Level I	Level II	Level III	Level IV
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy	The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and success in meeting the instructional goals.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing general data to support the judgment.	The teacher makes a detailed and accurate assessment of a lesson's effectiveness and success in achieving the instructional goals, citing specific data and weighing the relative strengths of each data source.
	B) Use in future planning	The teacher has limited suggestions for how the lesson could be improved.	The teacher makes general suggestions about how the lesson could be improved.	The teacher makes specific suggestions about how the lesson could be improved.	The teacher makes several specific suggestions about how the lesson could be improved and predicts how the improvements will advance student learning.
	C) Acceptance of feedback	The teacher is resistant to feedback from supervisors or colleagues and/or does not use the feedback to improve practice.	The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues, uses the feedback to improve practice, and seeks further feedback on what has been implemented.
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community	The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues.	The teacher makes a substantial contribution to the professional community by assuming appropriate leadership roles and promoting positive and professional relationships.
	B) Professional development	The teacher resists applying learning gained from professional development activities and does not share knowledge with colleagues.	The teacher applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The teacher actively engages in professional development opportunities and strategically applies the learning gained to practice. The teacher willingly shares expertise with others.	Beyond active participation and strategic application of required professional development, the teacher seeks additional learning opportunities based on individual need. The teacher initiates and willingly shares expertise with others.
	C) Shared commitment	The teacher demonstrates little commitment to supporting shared agreements that support student learning.	The teacher adheres to shared agreements that support student learning.	The teacher contributes to and actively endorses shared agreements that support student learning.	The teacher assumes a leadership role in contributing to, endorsing, and encouraging others to embrace the shared agreements that support student learning.

## Domain 4: Professional Contributions

Standard	Indicators	Level I	Level II	Level III	Level IV
4.3 Uphold and exhibit YMCS norms and expectations	A) Norms described by school/ handbooks	The teacher inconsistently complies with school policies and timelines.	The teacher complies with school policies and timelines, doing just enough to “get by.”	The teacher fully supports and complies with school policies and timelines.	The teacher assumes a leadership role in modeling school policies and timelines and encourages others to support them.
4.4 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication	The teacher provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The teacher adheres to the school’s required procedures for communicating with families with an awareness of cultural norms.	The teacher initiates communication with parents about students’ progress on a regular basis, respecting cultural norms.	The teacher promotes frequent two-way communication with parents to improve student learning. Students contribute to the design and/or communication of the system.
	B) Responsiveness to parent inquiries and communication	The teacher does not respond, or regularly responds insensitively to parent concerns about students.	The teacher responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity.	The teacher responds to parent concerns in a timely and culturally respectful manner.	The teacher responds to parent concerns in a pro-active, timely manner and handles this communication with great professional and cultural sensitivity.
4.5 Engage in collaborative relationships with families to support their child's success and college readiness	A) Inclusion of the family as a partner in learning decisions	The teacher does not work with the family to define specific actions/strategies to support their child’s success and college-readiness.	The teacher dictates actions/strategies to support student’s academic success and college- readiness but does not follow up with the family to measure success.	The teacher works collaboratively with the family to define specific actions/strategies that will support student’s academic success and college- readiness and follows up with the family to ensure success.	The teacher works proactively and collaboratively with the family and student to define specific actions/strategies that will support student’s academic success and college- readiness and follows up with the family to ensure success. Students initiate the use of strategies with their parents.

## Yu Ming Principal Performance Rubric

Domain 1: Leadership, Vision and Culture	
Standards	Indicators
1.1 Embraces a shared vision of academic success for every student	A) Maintains a school-wide focus on high standards of achievement
	B) Creates a strong learning culture
1.2 Exemplifies leadership	A) Applies adaptive leadership appropriate to situations & context
	B) Develops new leaders; provides leadership opportunities as appropriate
	C) Designs and utilizes effective forms of formal & informal communication
1.3 Ensures that students demonstrate consistent values and behaviors aligned to school's vision and mission	A) Effectively fosters a safe and civil environment
	B) Establishes a culture of respect and rapport which supports students' emotional safety
	C) Creates an inclusive and positive school culture that values diversity and meets the needs of all students
1.4 Allocates resources effectively to support student learning goals	A) Maintains a balanced budget focused on improving student achievement
	B) Manages time and prioritizes effectively
Domain 2: People Management	
2.1 Strategically recruits, hires, and retains most qualified staff	A) Attracts and selects effective teammates
	B) Mentors, develops and retains staff
2.2 Creates supportive working environments	A) Manages employees by setting clear expectations and accountable goals
	B) Builds a collaborative, well-functioning team
	C) Manages conflict
Domain 3: Instructional Leadership	
3.1 Demonstrates knowledge of instruction	A) Clearly defines, sets expectations around and supports implementation of instructional best practices
	B) Clearly defines, sets expectations around and supports implementation of effective teaching as defined in school's Instructional Rubric
3.2 Provides coaching, supervision and evaluation of teachers	A) Uses teacher observation and feedback to increase student achievement
	B) Provides support to teachers in developing instructional plans
3.3 Uses data to increase student achievement	A) Establishes goals for overall student achievement
	B) Regularly analyzes data and engages in data talks
3.4 Provides effective data driven professional development aligned with staff needs & school goals	A) Provides professional development related to growth goals
	B) Actively participates in providing professional development
3.5 Implements programs and systems to meet individual student needs	A) Ensures that appropriate school-level and classroom level programs and practices are in place to help students meet individual achievement needs when data indicate interventions are needed
	B) Ensures that appropriate school-level and classroom level programs and practices are in place to help students with special needs meet individual achievement goals according to IEP or 504 plan

## Yu Ming Principal Performance Rubric

Domain 4: Professional Responsibilities	
Standards	Indicators
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Acceptance of feedback
4.2 Engage in collaboration relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community
	B) Professional development
	C) Shared commitment
4.3 Uphold and exhibit the School's norms and expectations	A) Ethics and professionalism
	B) Norms described by school handbooks
Domain 5: Partnerships, Family and Community	
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge of community resources
	C) Support for students in accessing these resources

## Domain 1: Leadership, Vision and Culture

Standard	Indicators	Level I	Level II	Level III	Level IV	Examples of Artifacts or Evidence, but not limited to
1.1 Embraces a shared vision of academic success for every student	A) Maintains a school-wide focus on high standards of student achievement	Spends excessive time and energy on issues unrelated to student achievement; fails to focus self or others on student learning.	Consistently speaks of high standard of student achievement as the focus of the school	Establishes and continually reinforces high standards of student learning as the central mission of the school through both words and actions	Is consistent and unrelenting in reinforcing the highest standards of student learning as the central mission of the school and models that focus in all activities; student and staff are able to articulate the mission	<ul style="list-style-type: none"> <li>• Data analysis – whole school, team and individual</li> <li>• Time spent in classrooms</li> <li>• Data walls</li> <li>• Staff meeting notes</li> <li>• Public goals</li> </ul>
	B) Creates a strong learning culture that communicates “college for certain”	Does not discuss or refer to the vision of the school; student behavior is not reflective of a “college for certain” culture; no artifacts or systems reflect the vision	Little time is spent sharing the vision; student behavior and attitude/mindset is somewhat reflective of a “college for certain” culture; few artifacts and systems reflect the “college for certain” culture	Periodic discussion focuses the community on the vision; student behavior and attitude/mindset is generally reflective of a “college for certain” culture	Vision is shared by all constituents and frequently referenced; student behavior and attitude/mindset is reflective of an effective learning community; creative artifacts and systems communicate with all constituents about going to college	<ul style="list-style-type: none"> <li>• Survey data</li> <li>• Observations at different times of the day</li> <li>• Town Halls</li> <li>• School environment</li> <li>• Common language</li> <li>• Student artifacts</li> <li>• Common language</li> <li>• Hopes and Dreams</li> </ul>
1.2 Exemplifies leadership	A) Applies adaptive leadership appropriate to the situation and the context of the school	Is completely authoritarian or provides no leadership at all; does not make leadership decisions based on the situation	Attempts to use different leadership approaches depending on the situation; understands the strengths and drawbacks of different approaches	Uses a number of leadership strategies skillfully; exercises good judgment about the appropriate management style to use	Uses a variety of leadership strategies skillfully; consistently exercises good judgment about the appropriate management strategy to use	<ul style="list-style-type: none"> <li>• Established leadership roles</li> <li>• Organizational flow chart</li> <li>• Teammate survey</li> <li>• Book studies</li> </ul>
	B) Develops new leaders and provides leadership opportunities as appropriate	Does not identify leaders at school site; provides no opportunities for teachers or staff to lead	Provides some opportunities for teachers or staff to lead	Allows most staff an opportunity to lead	Delegates and collaborates as a way to train and motivate new leaders; staff feels empowered in formal and informal ways	<ul style="list-style-type: none"> <li>• LT meeting notes</li> <li>• Coaching leads</li> <li>• PD sessions</li> <li>• Peer survey</li> <li>• Committees</li> <li>• Career path in PLP’s</li> </ul>

## Domain 1: Leadership, Vision and Culture

Standard	Indicators	Level I	Level II	Level III	Level IV	Examples of Artifacts or Evidence, but not limited to
	C) Designs and utilizes effective forms of formal and informal communication	Does not convey information to staff in a timely manner; is a poor listener; does not express ideas clearly	Disseminates clear, concise information in a timely manner using appropriate media; demonstrates attention to others' comments	Disseminates clear, concise information in a timely manner using appropriate media; targets communication to suit the audience; actively listens	Models effective two-way communication with all stakeholders; is able to inspire as well as convey information	<ul style="list-style-type: none"> <li>Newsletters</li> <li>Responsive to emails in a timely manner</li> <li>Daily talk</li> <li>Staff meeting notes</li> <li>Shout outs</li> <li>Staff emails</li> </ul>
1.3 Ensures that students demonstrate consistent values and behaviors aligned to school's vision and mission	A) Effectively fosters a safe and civil environment	Student discipline policy is handled inconsistently or not at all. School environment does not feel safe and respectful.	Student discipline policy is handled inconsistently, but student behavior is orderly most of the time. School environment feels safe and respectful.	Student discipline policy is handled consistently. School environment feels safe and respectful.	Student discipline policy is handled consistently. Student behavior is reflective of an effective learning community. School environment is not only safe and respectful, but also reflects a rigorous academic focus.	<ul style="list-style-type: none"> <li>Student surveys</li> <li>Family surveys</li> <li>Observations</li> <li>Office referrals</li> <li>Family Handbook</li> <li>RTI Behavior System</li> <li>Counseling groups and interventions</li> <li>Social-Emotional Support Groups</li> <li>Cleanliness</li> </ul>
	B) Establishes a culture of respect and rapport which supports students' emotional safety	Interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students OR students exhibit disrespect for the principal.	Interactions with students inconsistently demonstrate respect and positivity, or are not consistently appropriate for the age and needs of students OR students inconsistently exhibit respect for the principal.	Interactions with students are respectful, positive and appropriate for the age and needs of students AND students exhibit respect for the principal.	Interactions with students are respectful, positive and appropriate for the age and needs of student. AND Students exhibit respect for the principal AND The principal's interactions demonstrate a positive rapport with individual students.	<ul style="list-style-type: none"> <li>Student surveys</li> <li>Observations</li> <li>Notes from students</li> <li>Student interactions with Principal</li> <li>Behavior Support Plans</li> <li>Collaboration between family and school</li> <li>SST's</li> </ul>

## Domain 1: Leadership, Vision and Culture

Standard	Indicators	Level I	Level II	Level III	Level IV	Examples of Artifacts or Evidence, but not limited to
	C) Creates an inclusive and positive school culture that values diversity and meets the needs of all students	Demonstrates limited awareness of the impact of diversity on student learning; does not help staff to navigate strengths and challenges provided by diverse students or perspectives; does not engage in courageous conversations about biases or has a limited skill set in addressing biased language and behaviors	Recognizes the impact of diversity on student learning; attempts to create a learning environment that is supportive of all students; develops some systems to support diverse student needs; seeks opportunities or reactively engages in courageous conversations about diversity and culture and how they impact student learning	Creates a learning environment that is welcoming and supportive of all students and families; engages staff in addressing learning needs and challenges originating from diversity and difference and creates systems to address these needs; develops staff capacity to engage in courageous conversations about how diversity and culture and how they impact student learning	Creates a learning environment that is welcoming and supportive of all students and families; Builds staff capacity to provide and lead supports for diverse groups; builds the school's and community's collective capacity by initiating direct conversations about culture and diversity; recognizes and integrates the learning opportunities that come from a diverse community	<ul style="list-style-type: none"> <li>Addressing equity in PD</li> <li>Approach to Special Education</li> <li>Providing outside resources to students and families</li> <li>Counseling programs</li> <li>Teammate survey</li> <li>Clubs or organizations</li> <li>Community events</li> <li>Home visits and neighborhood walks</li> </ul>
1.4 Allocates resources effectively to support student learning goals	A) Maintains a balanced budget focused on improving student achievement	Does not manage budget effectively; budget does not meet bottom line; does not understand the basics of the budget nor makes any effort to learn.	Attempts to manage budget effectively to meet bottom line, is slightly over budget; understands basic principles of budget management	Manages budget effectively to meet bottom line; manages and monitors fiscal resources efficiently and effectively on improving student learning; understands finance and accounting principals; finds ways to increase revenues and decrease costs as much as possible	Manages budget effectively to meet bottom line; manages and monitors fiscal resources efficiently and effectively on improving student learning; understands finance and accounting principals; finds creative ways to maximize revenue and minimize costs; works with staff and community to match priorities with spending.	<ul style="list-style-type: none"> <li>Notes from budget meetings</li> <li>End of the year budget</li> <li>Feedback from EdTec</li> <li>Finance tools</li> <li>LCAP</li> </ul>

Domain 1: Leadership, Vision and Culture

Standard	Indicators	Level I	Level II	Level III	Level IV	Examples of Artifacts or Evidence, but not limited to
	B) Manages time and prioritizes effectively	Is completely reactive; acts mostly in response to crisis; fails to spend time on the school’s core mission	Makes a deliberate effort to spend time on the most mission-critical activities	Organizes time around the school’s goals; is efficient taking care of lower priority items	Organizes the way time is spent throughout the school to ensure a focus on the school and organization’s goals; ensures that time is well-spent by all staff	<ul style="list-style-type: none"><li>• Observations</li><li>• Feedback from Staff</li></ul>

Domain 2: People Management

Standard	Indicators	Level I	Level II	Level III	Level IV	Examples of Artifacts and Evidence, but not limited to
2.1 Strategically recruits, hires, and retains most qualified staff	A.) Attracts and selects effective teammates	Identifies or selects candidates based on inappropriate criteria; does use a sound and consistent process for hiring	Relies on traditional advertising channels to attract candidates; uses established school criteria and process to select staff	Uses multiple channels to identify and recruit strong candidates; consistently uses school criteria and process to select staff	Proactively uses multiple channels to identify and recruit top performers in creative ways; selects staff that represents a balanced mix of strengths and styles	<ul style="list-style-type: none"><li>Recruitment activities – attends job fairs</li><li>Hosting open houses</li><li>Hiring timeline</li><li>Workforce planning</li><li>Reference checks</li><li>Interview questions</li><li>Force rank</li><li>Involvement of a variety of staff members in recruiting and hiring</li></ul>
	B) Mentors, develops and retains staff	Does not implement strategies to assess professional goals; does not create and implement processes to mentor new teachers and staff	Implements strategies to assess staff professional goals; creates and implements a system to identify, support, mentor and coach members are new or emerging leaders who need additional support; 50-70% staff retention	Consistently implements strategies to assess and support staff professional goals; creates and implements a system to identify, support, mentor and coach members are new or emerging leaders who need additional support; 70-84% staff retention	Consistently implements strategies to assess and staff professional goals and provides differentiated support; creates and implements a system to identify, support, mentor and coach members are new or emerging leaders who need additional support; 85-100% staff retention	<ul style="list-style-type: none"><li>High retention rate</li><li>Observations from PD's</li><li>1 to 1 meetings with staff and action items</li><li>LT meetings</li><li>Principal survey results</li><li>Uses evidence from previous exit interviews</li><li>PLP goals for building mentorship capacity</li><li>Peer survey</li><li>PLP's</li></ul>

## Domain 2: People Management

2.2 Creates supportive working environments	A) Manages employees by setting clear expectations and accountable goals	Sets unclear expectations with staff; does not create PLP goals; staff performance is not monitored regularly; resists discussing results and metrics with staff; consistently underperforming staff are not placed on improvement plans	Creates PLP's for some but not all staff; places consistently underperforming staff on improvement plans but not in a timely manner and lacks sufficient data documentation OR does not follow-through with implementation of plan	Creates PLP's for all staff aligned to school goals or teacher rubric; consistently places underperforming staff on improvement plans using sufficient evidence AND provides appropriate support	Creates a culture of accountability; creates individual PLP goals for all staff that align to school goals or teacher rubric; creates improvement plans for underperforming staff based on multiple sources of evidence with sufficient supplemental documentation AND provides appropriate support	<ul style="list-style-type: none"> <li>• Launch</li> <li>• PLP's for every team member</li> <li>• Use of support plans, corrective conversations</li> <li>• Systematic way of addressing corrective actions</li> <li>• Staff expectations</li> <li>• Data conferences</li> <li>• Staff retreats</li> </ul>
	B) Builds a collaborative, well-functioning team	Does not promote collaborative behavior among staff members; allows strong individuals to derail productive group work	Encourages staff to collaborate but lacks a culture of shared accountability; some but not all staff feel part of the team	Enables frequent collaboration among staff members; uses individuals' strengths effectively; creates a culture of shared accountability	Creates a culture of collaboration and mutual support; uses individual strengths effectively; fosters employee skills in team-building; creates a strong culture of shared accountability	<ul style="list-style-type: none"> <li>• Evidence of teams across grade &amp; content</li> <li>• Affiliation activities</li> <li>• Differentiated roles for staff members</li> <li>• Process for choosing leads</li> <li>• PD Agendas</li> <li>• Teammate survey</li> <li>• Notes from LT Meetings</li> <li>• Coaching assignments</li> <li>• Peer observations</li> <li>• Weekly bulletin</li> <li>• Principal's PLP</li> </ul>
	C) Manages conflict	Has little awareness of potential problems and/or areas of conflict with the school; does not have processes to resolve problems or areas of conflict OR does so inconsistently	Demonstrates awareness of potential problems and/or areas of conflict with the school; has some processes in place to resolve problems and/or areas of conflict	Is aware of potential problems and areas of conflict within the school; establishes processes to resolve problems and conflicts and does so consistently to result in the best interest of students and the school	Is aware of potential problems and areas of conflict within the school; establishes processes to resolve problems and conflicts skillfully and does so consistently to result in the best interest of students and the school AND develops the capacity of all school staff to manage conflict effectively	<ul style="list-style-type: none"> <li>• Principal survey</li> <li>• Time frame for addressing conflict in a timely manner</li> <li>• Support plans</li> <li>• Use of protocols to resolve conflict</li> <li>• Norms and agreements</li> </ul>

### Domain 3: Instructional Leadership

Standard	Indicators	Level I	Level II	Level III	Level IV	Examples of Artifacts or Evidence but not limited to
3.1 Demonstrates knowledge of instruction	A) Clearly defines, sets expectations around and supports implementation of instructional best practices	Does not understand instructional best practices or has no vision for implementation of instructional best practices; does not use instructional best practices in coaching teachers	Is aware of instructional best practices and has some vision for implementation; occasionally uses instructional best practices in coaching teachers	Understands instructional best practices and has a vision for implementation; regularly reinforces them in coaching teachers	Thoroughly understands the nuances of instructional best practices and has a shared school-wide vision for implementation; models and reinforces their constant implementation and uses to coach teachers	<ul style="list-style-type: none"> <li>• Observation and coaching</li> <li>• Observation feedback</li> <li>• Action plans</li> <li>• PLP's</li> <li>• PD Agendas</li> <li>• Teacher Lesson Plans</li> <li>• Daily Schedules</li> <li>• School-wide focus on instructional best practices</li> <li>• Staff newsletters</li> </ul>
	B) Clearly defines, sets expectations around and supports implementation of effective teaching as defined in the Teacher Instructional Rubric	Does not understand Teacher Instructional Rubric or has no vision for implementation of Teacher Rubric; does not use Rubric in coaching teachers	Is aware of Teacher Instructional Rubric and has some vision for implementation; occasionally uses the Rubric in coaching teachers	Understands the Rubric and has a vision for implementation; regularly reinforces them in coaching teachers	Thoroughly understands the nuances of Teacher Instructional Rubric and has a shared school-wide vision for implementation; models and reinforces their constant implementation and uses the Rubric to coach teachers	<ul style="list-style-type: none"> <li>• Observation and coaching</li> <li>• Observation feedback</li> <li>• PD Agendas</li> <li>• Staff newsletters</li> <li>• School-wide focus on indicator (one or more)</li> </ul>
3.2 Provides coaching, supervision and evaluation of teachers	A) Uses teacher observation and feedback to increase student achievement	Spends very little time in classrooms observing teachers OR conducts less than 3 mini observations and 1 formal observation per teacher OR observes teachers but does not follow-up with teachers	Observes and provides informal feedback (including follow-up with teachers) for most teachers at least monthly AND provides teachers with feedback for at least 3 mini observations and 1 formal observation aligned with Rubric	Maintains a regular schedule of classroom observations spending an average of one hour per day in classrooms and ensuring that every teacher is substantively observed at least weekly during the school year AND provides teachers with timely written feedback about observations (including follow-up) in a way that is aligned with the teacher rubric AND provides teachers with	Maintains a regular schedule of classroom observations and ensures that all teachers are substantively observed at least weekly during the school year AND observation times and topics are geared towards educators' professional development goals; explicitly links observations to educators' personalized learning plans, teacher rubric, school goals, student achievement data in a continuous way AND uses a variety of formal and	<ul style="list-style-type: none"> <li>• Principal's calendar</li> <li>• observations</li> <li>• PLP Observation notes</li> <li>• Schedule of observations</li> <li>• SMART goals for teachers</li> <li>• Observation tracker</li> </ul>

### Domain 3: Instructional Leadership

Standard	Indicators	Level I	Level II	Level III	Level IV	Examples of Artifacts or Evidence but not limited to
				feedback for at least 3 mini observations and 1 formal observation aligned with the Rubric	informal methods to provide teachers with timely feedback (written and verbal) aligned to Rubric beyond 3 mini observations and 1 formal observation	
	B) Provides support to teachers in developing instructional plans	Does not participate in planning with teachers; does not provide teachers with feedback on lesson plans	Participates in planning with teachers, but does so inconsistently or does not make a valuable contribution to the planning process; inconsistently provides feedback on lesson plans or does not provide meaningful feedback	Participates in planning with teachers regularly; consistently provides meaningful feedback on lesson plans	Participates in planning with teachers regularly; consistently provides feedback on lesson plans to advance teacher effectiveness on the Teacher Instructional Rubric	<ul style="list-style-type: none"> <li>Lesson plan feedback</li> <li>Notes from planning meetings</li> </ul>
3.3 Uses data to increase student achievement	A) Establishes goals for overall student achievement	Attempts to establish written achievement goals at the school level but does not complete the task or does so partially	Establishes written achievement goals at the school level	Establishes written achievement goals at the school level and regularly refers to these goals and reminds faculty and staff of these goals	All staff, faculty, families and students are aware of student achievements goals including times when goals are refined as data is accumulated	<ul style="list-style-type: none"> <li>PD notes</li> <li>Newsletters</li> <li>Action plans, including revisions for each data collection</li> <li>LT Agendas and Notes</li> <li>Student-Led Conferences</li> <li>Data Analysis, data binders, data collection system</li> <li>Data talks</li> <li>RTI Agendas</li> </ul>
	B) Regularly analyzes data and engages in data talks	Does not use data in making decisions or coaching teachers; does not make data available to	Periodically reviews data provided by the state or Home Office; reviews and discusses school-wide data	Analyzes a wide range of student and teacher data; aggregates and disaggregates data; trains staff to collect	Incorporates the use of data into the daily life of the school, consistently tracking and analyzing a variety of metrics	<ul style="list-style-type: none"> <li>Data Analysis, data binders, data collection system</li> <li>Data talks</li> <li>Follows assessment</li> </ul>

### Domain 3: Instructional Leadership

Standard	Indicators	Level I	Level II	Level III	Level IV	Examples of Artifacts or Evidence but not limited to
		staff; does not engage in regular data talks	with staff	and use data on a regular basis to improve teaching and regularly conducts Cycles of Inquiry	against goals to continually improve teaching in the school; analyzes data in aggregate by subgroups to reinforce school goals and guide daily activities AND regularly conducts and participates in Cycles of Inquiry	calendar <ul style="list-style-type: none"> <li>• Data driver</li> <li>• Use of data dashboard</li> <li>• RTI Agendas</li> <li>• Action Plans</li> <li>• Cycles of Inquiry</li> <li>• Data walls</li> <li>• Benchmark analysis</li> <li>• School-wide rewards</li> </ul>
3.4 Provides effective data driven professional development aligned with staff needs and school-wide goals	A) Provides professional development related to growth goals	Attempts to ensure that job-embedded professional development is provided to teachers but does not complete the task or does so partially	Ensures that job-embedded professional development is provided to teachers	Ensures that job-embedded professional development is provided to teachers that is directly related to their growth goals	Ensures that job-embedded professional development is provided to teachers that is directly related to their growth goals AND continually re-evaluates the professional development program to ensure that it remains job-embedded and focused on teacher growth goals	<ul style="list-style-type: none"> <li>• PD calendar</li> <li>• PD Agendas</li> <li>• Teacher surveys</li> <li>• Leadership Team Agendas</li> <li>• Observation of PD</li> <li>• Surveys after PD</li> </ul>
	B) Actively participates in providing professional development	Displays little or no evidence of new learning or sharing that learning with colleagues	Occasionally devotes faculty meetings to professional development and shares personal learning experience with colleagues but relies on others to lead each professional development opportunity	Regularly engages staff in professional development AND personally leads professional development at various times throughout the school year	Regularly engages staff in professional development AND is an active participant in professional development by leading or collaboratively conducting professional development with teachers or other experts	<ul style="list-style-type: none"> <li>• PD Agendas</li> <li>• PD Calendar</li> <li>• Observations of PD</li> <li>• Teacher surveys</li> <li>• Leadership Team Agendas</li> <li>• Observation of PD</li> <li>• Surveys after PD</li> </ul>
3.5 Implements programs and systems to meet individual student needs	A) Ensures that appropriate school-level and classroom-level programs and practices are in place	Attempts to ensure that programs and practices, such as RTI, are in place for individuals who are not making adequate	Ensures that programs and practices are in place, such as RTI, for individual students who are not making adequate progress	Ensures that programs and practices are in place, such as RTI, for individual students who are not making adequate progress and that	Ensures that programs and practices are in place, such as RTI, for individual students who are not making adequate progress and that students are successfully	<ul style="list-style-type: none"> <li>• RTI Meetings and Agendas</li> <li>• Benchmark analysis</li> <li>• SST's</li> <li>• After School Program</li> <li>• Intervention schedule</li> </ul>

Domain 3: Instructional Leadership

Standard	Indicators	Level I	Level II	Level III	Level IV	Examples of Artifacts or Evidence but not limited to
	to help students meet individual achievement goals when data indicate interventions are needed	progress, but does not complete the task or does so partially		students are successfully completing these programs	completing these programs AND continually expands the options for individual students to make adequate progress	
	B) Ensures that appropriate programs and practices are in place to help students with special needs meet individual achievement goals according to IEP or 504 Plan	Attempts to ensure that programs and practices are in place for students with IEPs or 504s, but does not complete the task or does so partially; out of compliance	Ensures that programs and practices are in place for students with IEPs or 504s; accommodations are implemented inconsistently	Ensures that programs and practices are in place for students with IEPs or 504s and that students are successful in these programs; ensures that appropriate accommodations are implemented consistently	Ensures that programs and practices are in place for students with IEPs or 504s and that students are successful in these programs AND continually expands the options for individual students to make adequate progress AND ensures that accommodations are implemented consistently and modified as needed	<ul style="list-style-type: none"><li>• IEP's</li><li>• 504s</li><li>• SPED Admin meetings</li><li>• Compliance</li></ul>

## Domain 4: Professional Responsibilities

Standard	Indicators	Level I	Level II	Level III	Level IV
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Acceptance of feedback	The principal is resistant to feedback from supervisors or colleagues for use in improving practice.	The principal accepts feedback from supervisors and colleagues for use in improving practice.	The principal welcomes feedback from supervisors and colleagues for use in improving practice.	The principal seeks out feedback from supervisors and colleagues for use in improving practice.
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community	The principal avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The principal participates in professional community activities as required, maintaining cordial relationships with colleagues.	The principal actively participates in the professional community by developing positive and productive professional relationships with colleagues.	The principal makes a substantial contribution to the professional community by assuming appropriate leadership roles and promoting positive and professional relationships
	B) Professional development	The principal resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The principal applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The principal welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The teacher willingly shares expertise with others.	The principal seeks out professional development opportunities and applies the learning gained to practice. The teacher initiates activities that contribute to the profession.
	C) Shared commitment	The principal demonstrates little commitment to supporting shared agreements that support student learning.	The principal adheres to shared agreements that support student learning.	The principal contributes to and actively endorses shared agreements that support student learning.	The principal assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.
4.3 Uphold and exhibit the school values, norms and expectations	A) Ethics and professionalism	The principal has little sense of ethics and professionalism, and contributes to practices that put adult interests ahead of students.	The principal displays a moderate level of ethics and professionalism in dealing with colleagues.	The principal displays a high level of ethics and professionalism in dealings with both colleagues and students.	The principal displays the highest level of ethics and professionalism, consistently working to support traditionally underserved students.
	B) Norms described by school handbooks	The principal inconsistently complies with school policies and timelines.	The principal complies with school policies and timelines, doing just enough to “get by.”	The principal fully supports and complies with school policies and timelines.	The principal assumes a leadership role in modeling school policies and timelines and encourages others to support them.

## Domain 5: Partnerships, Family and Community

Standard	Indicators	Level I	Level II	Level III	Level IV
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication	The principal provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The principal adheres to the school's required procedures for communicating with families with an awareness of cultural norms	The principal initiates communication with parents about students' progress on a regular basis, respecting cultural norms.	The principal promotes frequent two-way communication with parents to improve student learning with students contributing to the design of the system.
	B) Responsiveness to parent inquiries and communication	The principal does not respond, or regularly responds insensitively to parent concerns about students.	The principal responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity	The principal responds to parent concerns in a timely and culturally respectful manner.	The principal responds to parent concerns in a pro-active, timely manner and handles this communication with great professional and cultural sensitivity.
	C) Inclusion of the family as a partner in learning decisions	The principal makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The principal makes modest and partially successful attempts to engage families in the instructional program.	The principal efforts to engage families in the instructional program are frequent and successful.	The principal's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students	The principal does not provide parents with strategies to support their child's success and college-readiness.	The principal provides parents with limited strategies to support their child's success and college-readiness.	The principal provides parents with several strategies to support their child's success and college-readiness including resources outside of the school.	The principal works collaboratively with parents to identify appropriate strategies to support their child's success and college-readiness including resources outside of the school. Students initiate the use of strategies with their parents.

Domain 5: Partnerships, Family and Community

5.3 Help students leverage resources in their community that support their success in college and beyond	B) Knowledge of community resources	The principal is unaware of resources for students available through the school or community that students may access to learn about success in college and beyond.	The principal demonstrates knowledge of resources for students available through the school, but has limited knowledge of resources available more broadly, or does not work to utilize the available resources to support student understanding of success in college and beyond.	The principal displays awareness of resources for students available through the school, and familiarity with resources external to the school and on the Internet; available resources are utilized to increase relevance and student understanding of success in college and beyond.	The principal demonstrates extensive knowledge of resources for students, including those available through the school, in the community, and on the Internet. Students identify and incorporate resources relevant to them, and that increases their understanding of success in college and beyond.
	C) Support for students in accessing these resources	The principal is unaware of resources and therefore unable to support students accessing resources.	The principal refers students to other adults in the school to support students in accessing resources.	The principal supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts.	The principal supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts. The teacher promotes the students in taking responsibility for identifying and maintaining contacts with resources.





## **Employee Handbook 2015-2016**

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Oakland, CA 94608  
Phone: (510) 452-2063

Website: <http://www.yumingschool.org>

## ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PRINCIPAL.

EMPLOYEE NAME: \_\_\_\_\_

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board Chair.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please sign/date, tear out, and return to the School.*

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Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please retain this copy for your records.*

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## INTRODUCTION TO HANDBOOK

Welcome to Yu Ming Charter School (“Yu Ming” or “School”)! As team member at Yu Ming, you are an integral part of helping us achieve our mission. Our goal is to provide the finest-quality education to our students. Your dedication to our students, pride in your work, and commitment to Yu Ming is essential to our successfully instilling our core values in our students:

- Wisdom
- Perseverance
- Compassion
- Ethics

This Handbook is designed to help you get acquainted with Yu Ming. It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. You should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Yu Ming also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Principal.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Principal. This will provide the School with a record that each employee has received this Handbook.

Many of Yu Ming’s policies and team member benefits have been treated only briefly in this Handbook. If you have any questions or want more information, your supervisor or the Office Manager will be glad to answer your questions. The Office Manager will also be happy to help you with questions, problems, or feedback.

## **CONDITIONS OF EMPLOYMENT**

### **Equal Employment Opportunity Is Our Policy**

Yu Ming is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military and veteran status, or any other consideration made unlawful by federal, state, or local laws. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. Yu Ming then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. Yu Ming will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

### **Employment At-Will**

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite

period, nor an express or implied contract concerning any terms or conditions of employment. Given the entrepreneurial nature of the School, and since we live in a dynamic environment, a team member's position and/or position description may be changed by his or her supervisor to allow Yu Ming to better serve its student.

### **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Yu Ming will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

### **Criminal Background Checks**

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Principal.

### **Tuberculosis Testing**

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis ("TB") within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the

School and the cost of the exam will be borne by the applicant.

Food handlers will be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

### **Immigration Compliance**

Yu Ming will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued under section 12801.9 of the Vehicle Code.

If you have any questions or need more information on immigration compliance issues, please contact the Principal.

### **Staff/Student Interaction Policy**

Yu Ming recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

### **Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
  - 1. Stopping a student from fighting with another student;
  - 2. Preventing a pupil from committing an act of vandalism;
  - 3. Defending yourself from physical injury or assault by a student;
  - 4. Forcing a pupil to give up a weapon or dangerous object;

5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential.

It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

#### Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

#### Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

**(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

#### Cautionary Staff/Student Behaviors

**(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities

#### Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult

- situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
  - (k) Informing the Principal about situations that have the potential to become more severe.
  - (l) Making detailed notes about an incident that could evolve into a more serious situation later.
  - (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
  - (n) Asking another staff member to be present if you will be alone with any type of special needs student.
  - (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
  - (p) Giving students praise and recognition without touching them.
  - (q) Pats on the back, high fives and handshakes are acceptable.
  - (r) Keeping your professional conduct a high priority.
  - (s) Asking yourself if your actions are worth your job and career.

### **Policy Prohibiting Unlawful Harassment**

Yu Ming is committed to providing a work and educational atmosphere that is free of unlawful harassment. Yu Ming's policy prohibits unlawful harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. Coworkers and third parties, as well as supervisors and managers, are legally prohibited from engaging in unlawful harassment. Yu Ming will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. Yu Ming will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

When Yu Ming receives allegations of misconduct, it will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The Board (if a complaint is about the Principal) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

#### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

#### Prohibited Unlawful Sexual Harassment

Yu Ming is committed to providing a workplace free of sexual harassment and considers such

harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal. See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or

- conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Yu Ming policy.

Yu Ming understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of Yu Ming should have to endure harassing conduct, and therefore Yu Ming encourages team members to promptly report any incidents of harassment so that corrective action can be taken. The complaint should be as detailed as possible, including the names of individuals involved, the names of any witnesses, direct quotations when language is relevant, and any documentary evidence (notes, pictures, cartoons, etc.).

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint, or reporting harassment.

Yu Ming will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. Yu Ming is committed to remediating any instances where investigation findings demonstrate unlawful harassment has occurred.

#### Liability for Harassment

Any team member of Yu Ming who is found to have engaged in prohibited harassment is subject to disciplinary action, up to and including immediate termination of employment. Any team member who engages in prohibited harassment, including any supervisor or manager who knew about the harassment but took no action to stop it, may be held personally liable for monetary damages. Yu Ming does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequence of the discharge of one's duties. Accordingly, to the extent permitted by law, Yu Ming reserves the right not to provide a defense or pay damages assessed against team members for conduct in violation of this policy.

## **Whistleblower Policy**

Yu Ming requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

## **Drug-Free Workplace**

Yu Ming is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. According, Yu Ming strictly prohibits the following:

- Possession of alcohol or any illegal drug, intoxicant, or controlled substance while on the job or while on Yu Ming's premises;
- Use or being under the influence of alcohol or an illegal drug, intoxicant, or controlled substance while on the job or while on Yu Ming's premises;
- Driving a vehicle on Yu Ming business while under the influence of alcohol or an illegal drug, intoxicant, or controlled substance;
- Distributing, selling, manufacturing, or purchasing (or attempting to distribute, sell, manufacture, or purchase) an illegal drug, intoxicant, or controlled substance during working hours or while on Yu Ming's premises.

The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to workers and to other Yu Ming stakeholders.

The bringing to the work place, possession or use of intoxicating beverages or drugs on any School

premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

### **Confidential Information**

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

### **Conflict of Interest**

Team members are expected to devote their best efforts and full attention to the performance of their jobs. Moreover, team members are expected to use good judgment, to adhere to high ethical standards, and to avoid situations that create an actual or potential conflict between their personal interests and the interests of Yu Ming. A conflict of interest exists when the team member's loyalties or actions are divided between Yu Ming's interests and those of another, such as a competitor, supplier, or customer.

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Principal, or the Board of Directors, for a determination about whether a potential or actual conflict exists. Part-time team members may engage in outside employment, provided they disclose such employment and get prior written approval from their immediate supervisor.

If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

### **Smoking**

Yu Ming facility is a no smoking facility.

## **THE WORKPLACE**

### **Work Schedule**

Business hours are normally 7:45 a.m. – 4:45 p.m., Monday through Friday. The regular workday schedule for non-exempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

### **Meal and Rest Periods**

Non-exempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and Yu Ming mutually consent to the waiver.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. An employee's supervisor must be aware of and approve scheduled meal and rest periods.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees may not leave the premises during rest periods but may leave the premises during the meal period.

### **Attendance and Tardiness**

All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Dependability, attendance, punctuality, and a commitment to do the job right are essential at all times. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If it necessary to be absent or late, employees are expected to telephone his or her supervisor as soon as possible but no later than one-half hour before the start of the workday. If an employee is absent from work longer than one day, he or she is expected to keep his or her supervisor and the Principal sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Principal will be considered a voluntary resignation from employment.

### **Time Cards/Records**

By law, Yu Ming is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall keep be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with

lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal to make the correction and such correction must be initialed by both the employee and the Principal.

No one may record hours worked on another's worksheet. Any employee who tampers with his/her own time card, or another employee's time card, may be subjected to disciplinary action, up to and including release from at-will employment with the School.

### **Technology Use and Privacy**

Yu Ming provides various technology resources to authorized team members to assist them in performing their job duties for Yu Ming. Each team member has a responsibility to use Yu Ming's technology resources in a manner that increases productivity, enhances Yu Ming's public image, and is respectful of other team members. Failure to follow Yu Ming's policies regarding its technology resources may lead to disciplinary measures, up to and including termination of employment.

Technology resources consist of all electronic devices, software, and means of electronic communication including, but not limited to, the following: personal computers and workstations; laptop computers; mini and mainframe computers; computer hardware such as CD drives; peripheral equipment such as printers, modems, fax machines, and copiers; computer software applications and associated files and data, including software that grants access to external services, such as the Internet; electronic mail; telephones; cellular phones; and voicemail systems.

Access to Yu Ming's technology resources is within the sole discretion of Yu Ming. Generally, team members are given access to Yu Ming's various technologies based on their job functions. Only team members whose job performance will benefit from the use of Yu Ming's Technology Resources will be given access to the necessary technology. Additionally, team members may be required to successfully complete Yu Ming-approved training before being given access to Yu Ming's Technology Resources.

Yu Ming's Technology Resources are to be used by team members only for the purpose of conducting Yu Ming business. Team members may, however, use Yu Ming's technology resources for the following incidental personal uses so long as such use does not interfere with the team member's duties, is not done for pecuniary gain, does not conflict with Yu Ming's business, and does not violate any Yu Ming policy:

1. To send and receive necessary and occasional personal communications;
  2. To prepare and store incidental personal data (such as personal calendars, personal address lists, and similar incidental personal data) in a reasonable manner;
  3. To use the telephone system and cell phones for brief and necessary personal calls; and
  4. To access the Internet for brief personal searches and inquiries during meal times or other breaks, or outside of work hours, provided that team members adhere to all other usage policies.
- Technology Resources may not be used for political campaigning or promotion of political candidates.

Yu Ming assumes no liability for loss, damage, destruction, alteration, disclosure, or misuse of any personal data or communications transmitted over or stored on Yu Ming's technology resources. Yu Ming accepts no responsibility or liability for the loss or non-delivery of any personal electronic mail or voicemail communications or any personal data stored on any Yu Ming property. Yu Ming strongly discourages team members from storing any personal data on any of Yu Ming's technology resources.

Yu Ming is aware that team members use electronic mail for correspondence that may be less formal than written memoranda. Team members must take care, however, not to let informality degenerate into improper use. Under no circumstances may team members use Yu Ming's technology resources to engage in conduct prohibited by this Handbook.

Team members may not use Yu Ming's technology resources to copy, retrieve, forward or send copyrighted materials unless the team member has the author's permission or is accessing a single copy only for the team member's reference. In addition, team members may not use any of Yu Ming's technology resources for any illegal purpose, violation of any Yu Ming policy, in a manner contrary to the best interests of Yu Ming, in any way that discloses confidential or proprietary information of Yu Ming or third parties, or for personal or pecuniary gain.

All software in use on Yu Ming's technology resources is officially licensed software. No software is to be installed or used that has not been duly paid for and licensed appropriately for the use to which it is being put. No team member may load any software on Yu Ming's computers, by any means of transmission. Authorization for loading software onto Yu Ming's computers should not be given until the software to be loaded has been thoroughly scanned for viruses.

All team members must abide by the "Student Use Of Technology Policy & Acceptable Use Agreement" (Appendix C). Further, all team members must sign and return an acknowledgement confirming that they have read that policy and agree to abide by its terms.

### Privacy

All messages sent and received, including personal messages, and all data and information stored on Yu Ming's electronic mail system, voicemail system, or computer systems are Yu Ming property regardless of the content. As such, Yu Ming reserves the right to access all of its technology resources including its computers, voicemail, and electronic mail systems, at any time, in its sole discretion.

Team members should understand they have no right of privacy with respect to any messages or information created or maintained on Yu Ming's technology resources, including personal information or messages. Yu Ming may, at its discretion, inspect all files or messages on its Technology Resources at any time for any reason. Yu Ming may also monitor its technology resources at any time in order to determine compliance with its policies, for purposes of legal proceedings, to investigate allegations of misconduct, to locate information, or for any other business purpose.

Certain Yu Ming technology resources can be accessed only by entering a password. Passwords are intended to prevent unauthorized access to information. Passwords do not confer any right of privacy upon any team member of Yu Ming. Thus, even though team members may maintain passwords for accessing technology resources, team members must not expect that any information

maintained on technology resources, including electronic mail and voicemail messages, are private. Team members are expected to maintain their passwords as confidential. Team members must not share passwords and must not access coworkers' systems without express authorization.

### Confidential or Proprietary Information

Yu Ming is very sensitive to the issue of protection of confidential and proprietary information of both Yu Ming and third parties. Therefore, team members are expected to use good judgment and adhere to the highest ethical standards when using or transmitting confidential information on Yu Ming's technology resources.

Confidential information should not be accessed through Yu Ming's technology resources in the presence of unauthorized individuals. Similarly, confidential information should not be left visible or unattended. Moreover, any confidential Information transmitted via technology resources should be marked with the following confidentiality legend: **"This message contains confidential information. Unless you are the addressee (or authorized to receive for the addressee), you may not copy, use, or distribute this information. If you have received this message in error, please advise [team member's name] immediately at [team member's telephone number] or return it promptly by mail."**

Before transferring or copying any software from a Yu Ming technology resource to another computer, team members must request permission and receive written authorization from the Principal.

Yu Ming has installed a variety of programs and devices to ensure the safety and security of Yu Ming's technology resources. Any team member found tampering with or disabling any of Yu Ming's security devices will be subject to discipline up to and including termination.

Yu Ming may perform auditing activity or monitoring to determine compliance with these policies. Audits of software and data stored on Yu Ming's technology resources may be conducted at any time without advance notice.

### **Social Media**

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules

against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose Internet postings violate this or other School policies.

### **Personal Business**

Yu Ming's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Do not use School material, time or equipment for personal projects.

### **School Property**

Yu Ming property includes not only tangible property, like desks and laptops, but also intangible property such as information, including student records and student grades. Given the nature of Yu Ming's business, protecting proprietary and confidential information is of vital concern to Yu Ming. This information is one of the most important assets of Yu Ming. All team members share responsibility to ensure that proper security is maintained at all times.

### Proprietary Information

Proprietary information includes all information relating in any manner to the business of Yu Ming and its schools, students, parents, consultants, customers, clients, and business associates obtained by Yu Ming team members during the course of their work. This Handbook, for example, contains proprietary information. Occasionally, in the service of Yu Ming's mission, Yu Ming may choose to share otherwise proprietary information (e.g., best practices) with outside parties. Such documents will be prepared specifically for publication and dissemination. If an individual team member receives a request from an outside party for either paper or electronic copies of Yu Ming documents, that individual should direct the request to the Office Manager for appropriate handling.

### Confidential Information

Confidential information is any Yu Ming information that is not known generally to the public or the industry. Examples of confidential information include but are not limited to student lists, student cumulative files, student health files, student Individual Education Plans, personnel files, computer records, financial and marketing data, process descriptions, research plans, formulas, curriculum materials and trade secrets. In addition, in the case student information, federal and state laws provide that information may not be disseminated except under certain limited conditions. Personal information, including salary, history of employment or reasons for departure, is also confidential and may not be discussed with anyone other than one's supervisor or the Office Manager. Team members will be subject to appropriate disciplinary action, up to and including termination for knowingly or unknowingly revealing information of a confidential nature.

### Security

To avoid loss of Yu Ming property, Yu Ming has safety plans that specifically set out rules and procedures for maintaining control of entrances, exits, restricted areas, and other related security issues. Team members are expected to abide by these regulations.

All team members must observe good security practices. Team members are expected to take reasonable precautions to keep proprietary and confidential information secure from all persons who do not have legitimate reason to see or use such information. Failure to adhere to Yu Ming

policies regarding proprietary and confidential information will be considered grounds for discipline, up to and including dismissal.

#### Obligations on Separation from Employment

On separation from employment, whether voluntary or involuntary, all Yu Ming documents, computer records, and other tangible Yu Ming property in the team member's possession or control must be returned to Yu Ming. This includes but is not limited to Yu Ming-issued laptops. In addition, any and all School supplies purchased with Yu Ming funds (including private grants, federal and state funding designated for the use of the School and/or its students) are Yu Ming property and must be returned to Yu Ming. These items may include, but are not limited to, the following: computer equipment, software, professional books and binders received during training, dictionaries and other reference materials, bulletin boards, textbooks, leveled books, classroom books, library books, posters, consumable workbooks, and office supplies.

#### **Professional Development**

Yu Ming is committed to the professional development of all of its team members. For educators, Yu Ming provides an orientation before the start of the school year, on-site coaching and modeling throughout the school year, day-to-day instructional leadership, and access to external workshops. Extensive training and attentive mentorship cultivate additional skills. Other team members are provided periodic formal and topical training sessions as well as real-time, day-to-day coaching. In addition, all team members are encouraged to pursue external professional development opportunities in the form of workshops or additional certification. Yu Ming may cover the cost of this professional development, or may provide financial assistance as part of the benefits package; however financial support is at the discretion of the Principal. Varied, accelerated career tracks create further opportunities for professional growth. Team members should speak with their supervisors about additional development opportunities and specific career paths.

#### **Employment of Relatives**

Relatives (meaning spouses, registered domestic partners, children, siblings, parents, in-laws, and step-relatives) of team members may be eligible for employment with Yu Ming only if the individuals involved are qualified, do not work in a direct supervisory relationship, and are not in job positions in which a conflict of interest could arise. Relatives of team members are subject to the same procedures and requirements as any other job applicant. Team members may not interview any relative seeking to join the Yu Ming team nor may that team member influence the decision to hire or not hire any relative who is a job applicant. Present team members who marry or who become registered domestic partners will be permitted to continue working in the job position held only if they do not work in a direct supervisory relationship with one another or in job positions involving a conflict of interest.

#### **Personal Appearance/Standards of Dress**

Yu Ming employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection (Cal. Ed. Code § 35183.5). All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three inches above the knee.
- 4) Skirts and dresses should be no higher than three inches above the knee.
- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 6) For safety purposes, earrings must not dangle more than one inch below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs (as defined in Cal. Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Appropriate shoes must be worn at all times.

### **Workplace Safety and Security Protocols**

Yu Ming recognizes that workplace violence is a growing concern at schools and offices across the country. Yu Ming is, therefore, committed to providing a safe, violence-free workplace and school environment. In this regard, Yu Ming strictly prohibits team members, students, parents, consultants, customers, visitors, or anyone else on Yu Ming premises or who is engaging in a School-related activity from behaving in a violent or threatening manner. Yu Ming seeks to prevent workplace violence before it begins and reserves the right to deal with behavior that suggests a propensity towards violence, even prior to any violent behavior occurring.

Yu Ming has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Principal. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Principal when keys are missing or if security access codes or passes have been breached.

### **Inspections and Searches on Yu Ming Premises**

Yu Ming believes that maintaining a workplace that is free of harmful materials is vital to the health and safety of its team members and students. These harmful materials include but is not limited to: firearms, knives, or other weapons; explosives and/or hazardous materials or articles; illegal drugs or other controlled substances; drug-related paraphernalia; alcoholic beverages; and/or unauthorized possession or use of Yu Ming property or proprietary and confidential information that a team member is not authorized to have in his or her possession. In addition, Yu Ming intends to assure its access at all times to Yu Ming premises and Yu Ming property, equipment, information, records, documents, and files. Accordingly, Yu Ming has established this policy concerning inspections and searches, and it applies to all Yu Ming team members.

In order to assure access at all times to Yu Ming property, Yu Ming reserves the right to conduct a routine inspection or search at any time for Yu Ming property on Yu Ming premises. Routine searches or inspections for Yu Ming property may include a team member's office, desk, file cabinet, closet, computer files, voicemail, electronic mail, or similar places where team members may store Yu Ming property or School-related information, whether or not the places are locked or protected by access codes and/or passwords. Inspections or searches for prohibited materials also may include a team member's pockets, purse, briefcase, lunch box, or other item of personal property that is being worn or carried by the team member while on Yu Ming premises. All team members are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to be subject to inspection by Yu Ming.

In addition, Yu Ming reserves the right to conduct inspections and searches based on reasonable suspicion.

Team members who are found to be in possession of prohibited materials in violation this Handbook will be subject to discipline, up to and including termination.

### **Health and Safety Policy**

Yu Ming is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Principal any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

### **Occupational Safety**

Yu Ming is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. Yu Ming's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

### **Accident/Incident Reporting**

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

### **Reporting Fires and Emergencies**

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

## **EMPLOYEE WAGES AND HEALTH BENEFITS**

### **Payroll Withholdings**

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Principal to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Principal. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Principal and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

### **Base Salaries**

The compensation and evaluation system used at Yu Ming Charter School differs from that used in traditional K-12 public school systems. It is designed to:

- Give Yu Ming the flexibility required to attract team members whose skills match the unique needs of the school;
- Reward individuals who get results;
- Align with Yu Ming's cultural values of ownership and customer service;
- Ensure Yu Ming's compensation levels are competitive with the marketplace.

The School's goal is to provide educators and other staff with a base salary that is competitive with local school districts. Initially, salary is calculated based on years of experience teaching and years of experience in Yu Ming's unique learning model. There is no step-and-column pegged to credit

hours, although teachers with relevant graduate level degrees receive an additional annual stipend. After 1-3 years (depending on prior years of experience), pay increases are based on multiple measures of performance, including measurable student academic growth, parent satisfaction, principal observation, and evaluation on the teacher instructional rubric. Master Teachers who have demonstrated their efficacy are recognized with larger salary increases.

Team member's base salary covers work done as part of an individual's job responsibilities during the regular work calendar for his or her position. Job description, work calendar and work schedules may be modified from time-to-time, and should be discussed with the Principal/supervisor prior to the beginning of each school year to ensure that expectations are clear.

### **Base Salary Increases**

Pay increases are determined according to school and individual performance, rather than a step-and-column salary schedule. Pay increases are typically made annually, at the start of each fiscal year.

The overall range for potential merit pay raise is set every spring/summer, based on several considerations, such as affordability in school budgets as affected by state funding levels and changes in market rates.

Any individual's increase is based on performance as defined by a combination of three (3) evenly weighted factors: student achievement growth; parent feedback based on end-of-year survey; and Principal/supervisor evaluation(s). However, the decision to grant any team member a salary increase is within the sole discretion of Yu Ming.

### **Job Duties**

Each team member will learn the various duties and responsibilities of his or her job during training or from his or her supervisor as part of orientation. Each team member will also be provided with a copy of the written job description for his or her individual position. In order to adjust to changes, it may become necessary to modify job descriptions, add to or remove certain duties and responsibilities, or reassign a team member to an alternate job position.

Each team member's job duties determines whether he or she is classified as "exempt" or "non-exempt" for the purposes of applicable law. Exempt employees are salaried employees whose job duties exempt them from the overtime provisions of applicable law. Exempt employees are paid a fixed salary determined by the duties to be performed rather than the number of hours worked.

Non-exempt employees are covered by the overtime provisions of applicable law and are required to fill out timesheets accounting for all time worked in a pay period. Non-exempt employees are entitled to an overtime premium in accordance with state and federal law.

Job classifications are noted on each position description that is provided in each team member's new-hire paperwork. Any team member who needs a copy of his or her position description, or wishes to inquire about his or her classification should contact his or her supervisor or the Office Manager.

### **Overtime Pay**

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and

administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. Yu Ming will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Principal. Yu Ming provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

### **Paydays**

Paydays are scheduled on the last working day of each month. If a scheduled payday falls on a Saturday, Sunday, or company-observed holiday, team members will be paid on the day preceding the weekend or holiday. If an employee observes any error in his or her check, it should be reported immediately to the Principal.

### **Wage Attachments and Garnishments**

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Principal will discuss the situation with the employee.

### **Medical Benefits**

#### Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working at least thirty (30) hours per week. Yu Ming additionally provides dental and vision insurance to its regular, full-time team members who are regularly scheduled to work at least thirty-two (32) hours per week. Temporary and internship employees are not eligible to participate in the plans.

Please contact the Office Manager for more information regarding the medical/dental/vision plan(s) Yu Ming offers.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

### When Coverage Starts

Your coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. Your enrollment form must be submitted to the Principal as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

### **COBRA Benefits**

#### Continuation of Medical and Dental

WHEN COVERAGE UNDER THE SCHOOL'S HEALTH PLAN ENDS, EMPLOYEES OR THEIR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months if an employee is disabled at the time of termination or reduction in hours if the employee meets certain requirements. This eighteen (18)-month period also may be extended if other events (such as a divorce or death) occur during the eighteen (18)-month period.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

Yu Ming will notify employees or their dependents if coverage ends due to termination or a

reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. Yu Ming will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- Yu Ming stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

### **Paid Family Leave**

The State of California also offers a Paid Family Leave ("PFL") plan, which covers all employees who are covered by State Disability Insurance. PFL pays some compensation to employees who need time off from work to care for a child, parent, spouse or domestic partner, or to bond with a newborn child. PFL offers up to six (6) weeks of benefits in a twelve (12) month period. There is no minimum eligibility requirement for time worked under this plan. All determinations for PFL eligibility and benefits are made by the California Employment Development Department.

### **403(b) Retirement Plan**

Yu Ming offers eligible employees the opportunity to participate in a 403(b) Retirement Plan. This is a tax deferred savings and investment plan to which School employees may make voluntary salary deductions. Please contact the Office Manager for more information on enrollment into the 403(b) Retirement Plan.

Eligible employees will automatically be enrolled in CalSTRS or CalPERS.

## **PERSONNEL EVALUATION AND RECORD KEEPING**

### **Employee Reviews and Evaluations**

Yu Ming provides a culture in which open communication is encouraged. In a similar fashion, performance expectations and reviews are part of an ongoing, year-round process in which a team member will discuss these issues with his or her supervisor. Such performance reviews may be formal or informal, and verbal or written. Examples of such ongoing review can include walkthroughs, peer review, lesson observations, and/or ongoing 360 degree feedback.

Each employee will receive periodic performance reviews conducted by the Principal. Performance evaluations will be conducted annually, and as part of the process the team member being evaluated will be asked to provide self-evaluations. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Principal, and that they are aware of its contents.

Newly hired employees will have their performance goals reviewed by the Principal within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Principal will review employee job performance with an employee in order to establish goals for future performance and to discuss your current performance. Yu Ming's evaluation system will in no way alter the at-will employment relationship.

### **Personnel Files and Record Keeping Protocols**

At the time of employment, a personnel file is established for you. Please keep Yu Ming advised of changes that should be reflected in your personnel file by filling out a Personnel Action Form ("PAF") and submitting it to the office manager. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. You may add your comments to any disputed item in the file. Yu Ming will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Principal. Only the Principal or designee is authorized to release information about

current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

## **References**

Yu Ming team members may receive requests to provide references for former team members, whether they were direct reports or colleagues. Yu Ming's policies with regard to references for former team members are designed to protect both the organization and the individual supervisor or colleague from liability.

It is in the discretion of the Principal, supervisor, or colleague to agree to write an honest letter of recommendation for a departing team member. Persons who choose to write letters of recommendation should provide the Office Manager with a copy for the team member's file.

The Principal, supervisors, and colleagues are permitted to provide verbal references to prospective employers of former team members ONLY if the former or departing team member has signed an Authorization for Release of Information. This form, given to every departing team member and available from the Office Manager, releases Yu Ming and its current team members from liabilities related to releasing information about a former team member. Any individual team member receiving a request for verbal reference should check with the Office Manager to ensure the form has been completed before providing any information of any kind to a former team member's prospective employer.

If a former team member has not completed the Authorization for Release of Information, any Yu Ming current team member who receives a request for reference or information about a former team member should simply refer the prospective employer to the Office Manager. In this case, Yu Ming's policy is for the Office Manager to verify only a team member's dates of employment, position(s) held and eligibility for rehire.

## **HOLIDAYS, VACATIONS AND LEAVES**

### **Holidays**

Team members who work throughout the entire school year will receive paid holidays. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King, Jr. Birthday
- Presidents' Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Unless otherwise provided in this policy, all full-time team members will receive time off with pay at their normal base rate for each holiday Yu Ming observes. Part-time positions are only paid for hours worked and therefore do not receive paid holidays.

When a holiday falls on a weekend, it will be observed on either the preceding Friday or the following Monday. Team members are only eligible for holiday pay on those holidays that fall within their normal work schedule as designated on the School calendar. Team members who are uncertain about which days off are considered paid holidays should check with their supervisors for a calendar.

Team members on a leave of absence are ineligible for holiday benefits that accrue while on a leave of absence.

### **Sick Leave**

Yu Ming provides sick days to all team members to provide them with flexibility to meet their own as well as their families' medical needs. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Eligible employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Finally, an eligible employee may take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all Yu Ming employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. With the exception of the team members listed below, all eligible employees will receive twenty-four (24) hours of sick leave at the beginning of each work year. Notwithstanding any other provision contained in this policy, unused sick leave for these team members does not carry over from year-to-year.

Teachers (including lead teachers) and full time Office Managers will accrue 5.09 hours of sick leave

per month over 11 months for a total of fifty-six (56) hours per school year.

The Principal, lead teachers, teachers, and full-time Office Managers may carry over their sick leave balances from year-to-year, capped at 112 hours.

No team member accrues sick leave during leaves of absence. The accrual of sick leave recommences when the team member returns to work.

Employees cannot use paid sick leave until the ninetieth (90<sup>th</sup>) calendar day following the employee's start date. Team members using sick leave must notify their supervisor or office manager as soon as practicable and, in no event, later than one (1) hour before their scheduled starting time. Moreover, team members using sick leave must advise their supervisor or office manager of their anticipated return date and the need for work coverage. Sick leave must be taken by eligible employees in increments of two (2) hours.

Sick leave may only be used for the purposes specified in this policy. Accordingly, Yu Ming retains the right to request verification from a licensed health care provider for any absence due to illness or disability. Team members must record all sick days taken on the Time Off Approval Request Form, which is then submitted to his or her supervisor.

Team members may only use sick leave that has been accrued; they may not borrow on expected future sick leave to be accrued.

The School does not pay employees in lieu of unused sick leave.

### **Personal Time Off**

Yu Ming grants personal time off ("PTO") to full-time team members to provide them with the flexibility to meet both their work and personal needs. PTO can be used by eligible team members for any reason (e.g., vacation, illness, medical appointments, personal business), subject to approval by the team member's supervisor.

Teachers (including lead teachers) and full time office managers accrue 2.18 hours of PTO per month for a total of twenty-four (24) hours of PTO per year. However, the lead teachers/teachers may not accrue more than forty-eight (48) hours of PTO. Once these team members reach this accrual cap, no further PTO shall accrue.

A supervisor may set "blackout dates" during which PTO would greatly detriment Yu Ming's operations (e.g., during SBAC testing for classroom teachers, or during audit for an accountant) and requests for PTO will be denied. Team members must record all PTO on the Time Off Approval Form and receive written approval from his or her supervisor in advance.

Team members do not accrue PTO during leave of absences. Accrual recommences when the team member returns to work.

Team member who accrue PTO are permitted with advance written approval from his or her supervisor to borrow on expected future PTO to be accrued during the current school year.

Upon separation of employment, whether voluntary or involuntary, the team member will be paid

for any unused PTO at his or her base rate of pay at the time of separation.

### **Unpaid Leave of Absence**

Yu Ming recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Before granting such a leave, Yu Ming may require a written certification from a health care provider certifying the need for the leave (this form is available from the Office Manager). Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave.

**No vacation time is accrued during any type of unpaid leave of absence.**

### **Family Care and Medical Leave**

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

- **Employee Eligibility Criteria**

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave.

- **Events That May Entitle an Employee To FMLA Leave**

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
    - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
    - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
    - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
    - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
  3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces servicemember with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) -month period to provide said care.
  4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
- Amount of FMLA Leave Which May Be Taken
    1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces servicemember shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
  3. The “twelve month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
  4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s CFRA entitlement unless the employee was otherwise scheduled and expected to work during the holiday.
- Pay during FMLA Leave
    1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
    2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
    3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
    4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.
  - Health Benefits
 

The provisions of the School’s various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for

FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

Yu Ming may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced. An employee who was absent from work while fulfilling his or her covered service obligation under the Uniformed Services Employment and Reemployment Rights Act (“USERRA”) shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.

- Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School’s request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee’s health care provider to authenticate or clarify information in a deficient certification if the employee is unable to cure the deficiency.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If

the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.
- Procedures for Requesting and Scheduling FMLA Leave
    1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Principal. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
    2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
    3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
    4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
    5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
    6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
    7. The School will respond to an FMLA leave request no later than five (5) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
  - Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a “key” employee whose reinstatement would cause serious and grievous injury to the School’s operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee’s FMLA leave.
  2. When a request for FMLA leave is granted to an employee (other than a “key” employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
  3. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
  4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
- Limitations on Reinstatement
    1. Yu Ming may refuse to reinstate a “key” employee if the refusal is necessary to prevent substantial and grievous injury to the School’s operations. A “key” employee is an exempt salaried employee who is among the highest paid 10% of the School’s employees within seventy-five (75) miles of the employee’s worksite.
    2. A “key” employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.
  - Employment during Leave
 

No employee, including employees on FMLA leave, may accept employment with any other employer without the School’s written permission. An employee who accepts such employment without the School’s written permission will be deemed to have resigned from employment at the School.

## **Pregnancy Disability Leave**

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- **Duration of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the

School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

Yu Ming shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. Yu Ming can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
  - The employee is taking leave under the California Family Rights Act.
  - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
  - There is a non-pregnancy related medical condition requiring further leave.
  - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
  2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.
- Requesting and Scheduling Pregnancy Disability Leave
    1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
    2. Employee should provide not less than thirty (30) days or as soon of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
    3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
    4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
    5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
    6. In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
  - Return to Work
    1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a

comparable position unless one of the following is applicable:

- a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
- b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
  3. In accordance with Yu Ming policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
  4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
- Employment during Leave
- No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

### **Industrial Injury Leave (Workers' Compensation)**

Yu Ming, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Principal;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Principal; and

- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. Yu Ming, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Principal and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

### **Military and Military Spousal Leave of Absence**

Yu Ming shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Yu Ming will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply

with applicable laws.

Yu Ming shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

### **Bereavement Leave**

Yu Ming provides team members up to three (3) days paid bereavement leave due to the death of an immediate family member. This includes a parent (including an in-law and step-parent), spouse, dependent, sibling, step-sibling, grandparent or grandchild. If a funeral is more than five-hundred (500) miles from the team member's home, she or he may receive paid leave for up to five (5) days with prior approval from his or her supervisor.

### **Jury Duty or Witness Leave**

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to provide work duties as assigned. For all non-exempt employees, the School will pay for up to five (5) days if you are called to serve on a jury. A team member summoned for jury duty should notify his or her supervisor immediately and provide a copy of the jury notice and a copy of the jury duty payment stub (once payment has been received).

### **Voting Time Off**

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Principal at least two (2) days notice.

### **School Appearance and Activities Leave**

As required by law, Yu Ming will permit an employee who is a parent or guardian of school children, from kindergarten through grade twelve (12), or a child in a licensed day-care facility, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school. If more than one parent or guardian is an employee of Yu Ming, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide as much advanced notice as possible of the planned absence. The employee must use accrued but unused sick time to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of

participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

### **Victims of Crime Leave**

If a team member or someone in the team member's immediate family (spouse/domestic partner, child, step-child, brother, step-brother, sister, step-sister, mother, step-mother, father, or step-father) is the victim of a violent or serious felony, the team member may take time off from work to attend judicial proceedings related to a crime.

Any absence from work to attend judicial proceedings will be unpaid, unless the employee chooses to take PTO.

### **Bone Marrow and Organ Donor Leave**

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use his or her earned but unused sick leave for bone marrow donation and two (2) week's worth of earned but unused sick leave for organ donation. If the employee has an insufficient number of sick days available, the leave will be considered unpaid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

### **Returning From Leave of Absence**

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Principal thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the Principal.

## DISCIPLINE AND TERMINATION OF EMPLOYMENT

### Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.

20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

### **Off-Duty Conduct**

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. Yu Ming shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

**Termination of Employment**

Should it become necessary for you to terminate your at-will employment with the School, please notify the Principal regarding your intention as far in advance as possible. At least two (2) weeks notice is expected whenever possible.

When you terminate your at-will employment, you will be entitled to all earned but unused vacation pay. If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

**Exit Interviews**

From time-to-time, or at the request of an exiting team member, Yu Ming will conduct an exit interview. The purpose of the exit interview is to discuss the reason for the team member's departure and to potentially learn how to make Yu Ming a better place to work. Prior to a team member's exit interview, all Yu Ming property must be returned.

## **INTERNAL COMPLAINT REVIEW**

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Principal or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

### **Feedback on School Performance**

Yu Ming encourages open, honest, and direct communication. Candid and frequent communication is the best way to ensure we serve our stakeholders (students, parents, community members, and team members) in the best way possible. Yu Ming has developed a number of ways to keep the lines of communication open.

#### Open Door Policy

Team members are encouraged to discuss their job-related concerns or complaints with their school Principal or Board member with whom they feel comfortable. Concerns can be raised in person, via mail, email, or telephone. To facilitate Yu Ming’s open door policy, all management team members make available their cell phone numbers.

Yu Ming believes that team member concerns are best addressed through informal and open communication. Yu Ming will attempt to keep all such expressions of concern and the terms of the resolution confidential. However, in the course of resolving the matter, some dissemination of information to others may be appropriate. No team member will be disciplined or otherwise penalized for raising a good faith concern.

#### Annual Stakeholder Satisfaction Surveys

Yu Ming distributes annual satisfaction surveys of team members, parents, and students. These anonymous surveys provide an opportunity for stakeholders to inform the School about what works well, what could be improved, and provide feedback as to the Principal and teachers.

#### Other Surveys

Team members may occasionally be asked for input on other topics during the course of the year through other surveys, focus groups, or interviews. The results of these surveys are used to guide management decisions, and sometimes provide additional information related to concerns raised during the annual survey.

#### Suggestion Box

Yu Ming has a Suggestion Box located in the lobby, which any stakeholder can use to make comments or recommendations to the Principal and/or Board of Directors.

### **Internal Complaints (Complaints by Employees Against Employees)**

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including

attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal or designee:

1. The complainant will bring the matter to the attention of the Principal as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

#### **Policy for Complaints Against Employees** (Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or Board Chair (if the complaint concerns the Principal) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Principal (or designee) shall abide by the following process:

1. The Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

#### **General Requirements**

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as

possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

## **AMENDMENT TO EMPLOYEE HANDBOOK**

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

Yu Ming reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

## APPENDIX A: Harassment Complaint Form

*It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*If you are an employee of the School, you may file this form with the Principal or Board Chair.*

*Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.*

*Yu Ming Charter School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe sexually harassed you or someone else: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX B: Complaint Form

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged

Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against:

\_\_\_\_\_

List any witnesses that were present:

\_\_\_\_\_

Where did the incident(s) occur?

\_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by School:

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

## **APPENDIX C: Student Use of Technology Policy & Acceptable Use Agreement**

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. The Yu Ming Charter School (“Yu Ming” or “School”) offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Yu Ming Governing Board intends that technological resources provided by the School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

### **Educational Purpose**

Use of Yu Ming equipment and access to the Internet via Yu Ming equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use Yu Ming resources only in a manner specified in the Policy.

“Educational purpose” means classroom activities, research in academic subjects, career or professional development activities, Yu Ming approved personal research activities, or other purposes as defined by the Yu Ming from time to time.

“Inappropriate use” means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

### **Notice and Use**

Yu Ming shall notify students and parents/guardians about authorized uses of School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use Yu Ming’s technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold Yu Ming or any School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless Yu Ming and School personnel for any damages or costs incurred.

### **Safety**

Yu Ming shall ensure that all Yu Ming computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While Yu Ming is able exercise reasonable control over content created and purchased by Yu Ming, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither Yu Ming nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.

To reinforce these measures, the Principal or designee shall implement rules and procedures designed to restrict students’ access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise

students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

The Principal or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using Yu Ming technology.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Yu Ming, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Yu Ming computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on Yu Ming computers with Internet access. The Principal or designee shall oversee the maintenance of Yu Ming's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Compliance with Yu Ming's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

### **Acceptable Use Agreement**

Yu Ming believes that providing access to technology enhances the educational experience for students. However, student use of School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Yu Ming technology resources. Students are expected to:
  - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
  - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Yu Ming technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While Yu Ming is able exercise reasonable control over content created and purchased by the School, it has limited control over content accessed via the Internet and no filtering system is 100% effective. Neither Yu Ming nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent/guardian agree not to hold Yu Ming or any School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless Yu Ming and School personnel for any damages or costs incurred.
4. **Inappropriate Use.** Yu Ming technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to Yu Ming technology primarily for educational purposes. Students shall not use Yu Ming technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
  - a. Playing games or online gaming.
  - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
  - c. Installing software on Yu Ming equipment without the permission of a teacher or other authorized Yu Ming staff person.
  - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
  - e. Conducting any activity that is in violation of School policy, the student code of conduct or local, state or federal law.
  - f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
  - g. Participating in political activities.
  - h. Conducting for-profit business.
  - i. Using hacking tools on the network or intentionally introducing malicious code or viruses into Yu Ming's network.
  - j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
  - k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
  - l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Yu Ming and provided to students for educational purposes. Yu Ming may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. Yu Ming reserves the right to access stored computer records and communications, files, and other data stored on Yu Ming equipment or sent over Yu Ming networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Yu Ming equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
6. **Disruptive Activity.** Students should not intentionally interfere with the performance of Yu Ming's network or intentionally damage any School technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access Yu Ming's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline which may include loss of access to Yu Ming technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

**For School Personnel:**

I have read, understand and agree to abide by the Student Use of Technology Policy and the Acceptable Use Agreement. I understand that the School's policies, procedures, rules, and regulations which apply to students also apply to me as an adult user of the schools technology, in addition to any separate policies governing employee use of technology.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Name (Please Print): \_\_\_\_\_

*Please sign/date, tear out, and return to the School.*



# **COMPREHENSIVE SCHOOL SAFETY PLAN FOR YU MING CHARTER SCHOOL**

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*Revised September 4, 2015*

*Yu Ming would like to acknowledge the contributions of  
Aspire Public Schools and LAUSD Office of Environmental Health and Safety in the content of this plan.*

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## **INTRODUCTION**

Yu Ming Charter School (“YMCS” or the “School”) is committed to maintaining safe and secure campuses for all its pupils and staff. To that end, this Comprehensive School Safety Plan (“Plan”) covers the School’s policies and expectations regarding the practices of the School in preventing crisis, maintaining the security of each physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All School employees should receive training in the Comprehensive School Safety Plan upon joining the School, and should review any changes to the Plan annually.

## **MITIGATION AND PREVENTION**

While some crisis such as earthquakes and floods are not within our control, Yu Ming Charter School recognizes that mitigation and prevention can minimize the impact of natural disasters and help to reduce the likelihood of threats such as shootings, bomb threats and fires.

Assessing and addressing the safety and integrity of facilities (window seals, HVAC systems, building structure), security (functioning locks, controlled access to the School), and the culture and climate of schools through policy and curricula are all important for preventing and mitigating possible future crises.

The safety and integrity of our facilities will be audited annually with the help of professionals such as the local fire marshal, public works staff and the Alameda County Office of Education representative to identify potential hazards on our campuses. Audits will also help to ensure that mitigation practices such as securing bookcases to walls, covering electrical outlets, and properly securing storage of medications are in place at our facilities.

Our core values -- ethical, persevering, compassionate and wise -- help to guide the everyday culture and climate at our School. We look to create an educational environment that promotes mutual respect and appreciation to help lessen the likelihood of violent behavior. Our curriculum will teach social problem-solving, life skills, anti-bullying, and School-wide discipline as a means of reducing destructive behavior, including substance abuse.

## **CAMPUS SAFETY AND SECURITY**

Yu Ming Charter School and its staff members will maintain policies, practices and procedures so that each campus is physically secure and safe.

### **Entrances and Exits**

The School Principal and Office Manager shall develop procedures so that students, staff, parents and community members can enter and exit each building of the School in a safe and orderly way, and that each building is secure from unauthorized entry as a “closed campus” as follows:

- Designating individuals to lock School buildings and/or grounds when not in use
- Training School staff members to maintain the security of the buildings when working during non-regular working hours (e.g. not propping doors open, re-securing the buildings after leaving)

- Maintaining a practice of locking doors that are not being regularly used, even during regular School hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the School are escorted immediately to the main office
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

### **Releasing Students**

School employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians in writing, unless formally modified by a court order served to the School. Adults authorized to pick up students will be required to sign out each student they are picking up.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the School principal, principal's designee or School counsel before releasing the student.

### **Visitors' Policy**

The School encourages interested members of the community to visit our campuses. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors must register immediately upon entering any School building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form should include spaces for the following information:

- Name;
- His/her purpose for entering School grounds;
- Destination within the School; and
- Time in and out.

The Principal, Office Manager or designee will also request the visitor's:

- Proof of identity
- Address
- Occupation and company affiliation, if applicable
- Age (if less than 21); and any other information consistent with law.

Parents and guardians visiting during the school day for any purpose other than picking up or dropping off a child at the beginning or end of the school day as part of the normal school day schedule will also be required to sign into the visitor log. This applies to parents and guardians who are picking up a student early (e.g., for a medical reason) or dropping off a student late (e.g., tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom or at a School activity.

School employees should follow normal check-in procedures upon arrival for work and should wear badges signifying that they are School employees.

VIP Visitors accompanied by any Board member will be requested to register as a visitor as well.

Students not enrolled at the School may not use the School grounds for recreation during the school day.

The Principal or designee may refuse to register any visitor if he or she has a reasonable basis to conclude that the visitor's/outsider's presence would disrupt the School, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code § 627.4).

The principal or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, promptly leave School grounds. If necessary, the principal or designee may call the local police to enforce the departure of the visitor/outsider.

Parents shall be informed annually about the School's policies regarding visitors/outsiders, and reminded that in order to maximize safety and security, all parents/guardians will be required to register when visiting the School, as set forth above.

### Safe Walk Routes

The Herzog campus is located one block away from the Alcatraz campus and on some occasions students will walk between campuses for specific events. At those times, students will always be monitored closely by staff. Three marked crosswalks are located along the route and the map below identifies the selected route.



### Fingerprinting Policy

Employees and contractors of the Yu Ming Charter School shall be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two (2) sets of fingerprints to the California Department of Justice (DOJ) for the purpose of obtaining a criminal record summary. The Principal and Office Manager shall monitor compliance with this policy. Individuals who will volunteer at the Charter School outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance **prior** to volunteering.

### *Who pays for fingerprinting?*

The School pays for the costs associated with Live Scan (fingerprinting) services for employees. Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the School's parent association.

Please see the School Office Manager for specific details about how to get fingerprinted.

## **EMERGENCY PREPAREDNESS**

Each campus should have emergency preparedness procedures readily on hand, including a list of up-to-date emergency contact numbers. This information should be discussed and disseminated before the start of the regular school year, ideally at a School-wide staff meeting once teachers return to duty for the school year. The Principal is responsible for posting emergency and civil defense procedures in classrooms, multi-purpose room, break room, etc.

State Warnings will be monitored online daily through the Electronic Digital Information Service at <http://edis.oes.ca.gov/>. The Principal and Office Manager will register for automatic email alerts.

Emergencies will be addressed by the following steps:

1. Initial Response
2. Immediate Response Action
3. Emergency Procedures

### **1. Initial Response**

**1.1 Determine the type of emergency:** These are described in more detail below.

Fire  
Earthquake  
Act of Violence/Lockdown  
Chemical Threat  
Bomb Threat  
Explosion  
Flood/Severe Weather  
Loss of Utilities: Gas Line Break, Water Main Break, Water Contamination  
Death/Suicide  
Intruders/Vicious Animals

### **1.2. Determine the level of emergency:**

*Level 1 Emergency:* An emergency handled by School personnel without assistance from outside agencies such as minor first aid or plumbing problems.

*Level 2 Emergency:* A moderate emergency managed by School personnel with or without the assistance of outside agencies such as fire or police officials. This would include a fire or security breach.

*Level 3 Emergency:* A major disaster requiring the assistance of outside emergency services such as major earthquakes or civil emergencies.

### 1.3. Determine immediate response actions:

Stand By Alert  
Drop and Cover  
Stay Indoors  
Secure Building  
Evacuate Building  
All Clear

## 2. Immediate Response Action

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are able to provide protection for students and School staff. In order to be better prepared, the staff, students and parents should be informed of these response procedures following a major disaster.

**2.1. Stand By Alert:** Used to alert staff and students to be on standby for further directions.

- a) **Announce:** Principal utilizes the public announcement system
  - a. **“Attention please. Stand by. Stand by. Stand by. Listen for further instructions.”**
- b) **Actions:**
  - a. Teacher will assemble students in a single location in their assigned classrooms awaiting further instruction.
  - b. All staff and students are to remain on Standby until the All Clear signal is given.

**2.2. Drop and Cover:** Used to protect persons from physical injury.

- a) **Announce:** Principal utilizes the public announcement system
  - a. **“Attention please. Drop and Cover. Drop and Cover. Drop and Cover. Listen for further instructions.”**
- b) **Actions:**
  - a. DROP to the floor;
  - b. GET UNDER a desk or table facing away from windows COVER your head with your arms;
  - c. Open all doors; leave windows as they are;
  - d. If outside, GET to a clear space away from buildings or other tall objects, DROP to the ground, COVER your head with your arms.

**2.3. Stay Indoors:** Used to protect staff and students by keeping them enclosed indoors.

- a) **Announce:** Principal utilizes the public announcement system
  - a. **“Attention please. Stay indoors. Stay indoors. Do not leave the building. If you are outside, move inside. Stay indoors. Listen for further instructions.”**
- b) **Actions:**
  - a. Staff and students remain in classrooms.
  - b. If outside, staff and students should move indoors to the nearest classroom or indoor location.

**2.4. Secure Building:** Used to prevent perpetrator threatening violence or gunfire from entering campus.

- a) **Announce:** Principal utilizes the public announcement system

- a. **“Attention please. Secure Building. Secure Building. Secure Building. Drop and Cover. Listen for further instructions.”**
- b) **Actions:**
  - a. If indoors, LOCK doors, CLOSE shades, DROP and COVER.
  - b. If outdoors, MOVE indoors if possible or DROP and COVER.

**2.5. Evacuate Building:** Used to evacuate students and staff when the building is unsafe.

- a) **Announce:** Principal utilizes the public announcement system
  - a. **“Attention please. Leave the building. Evacuate building. Leave the building. Evacuate building. Listen for further instructions.”**
- b) **Actions:**
  - a. The Principal will initiate the fire alarm.
  - b. Staff and students will evacuate the building using designated routes and move to the Emergency Meeting Area. Stay in place for further instruction
  - c. Principal will ensure all classrooms, hallways, gymnasium, kitchen and restrooms on campus are empty.
  - d. Teachers will bring the student roster and emergency backpack including emergency contacts. Roll call will be performed once the class is assembled in the Emergency Meeting Area.
  - e. Missing persons will be reported to the Principal.
  - f. Office Manager will use battery or crank-operated radio to listen for emergency information.
    - i. KCBS 740AM, KGO 810AM, KNBR 680AM or Radio Oakland 530AM
  - g. If an evacuation is found necessary, the Principal will post on the front entrance of the School (on Alcatraz Ave and Herzog Street), the new location of the students. A notice or letter to parents designating a site as well as procedures should be included in the first-day packet going home with students.

**2.6. All Clear:** Used to announce that the campus is safe to resume normal activity.

- a) **Announce:** Principal utilizes the public announcement system
  - a. **“Attention please. All clear. All clear. All clear. Please return to your normal activity. Thank you for your cooperation.”**
- b) **Actions:**
  - a. Staff and students can resume normally scheduled activities.

### **3. Disaster Plans**

All classrooms should have emergency exit charts posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities and follow these procedures:

1. Principal assesses the situation.
2. Principal notifies all staff members of the emergency via PA, fire alarm, and/or megaphone.
3. Office manager calls 911 and notifies ACOE.
4. Principal or assigned person meets with emergency crews.
5. If evacuation is necessary, Principal ensures all classrooms, gymnasium, kitchen, offices, hallways and restrooms are empty before and after escorting the students to Emergency Meeting Area.
6. Teachers organize and comfort students.
7. Each teacher takes role and the Office Manager picks up the names of any missing students and reports these names to the emergency crew chief and the Principal.

8. Teachers will direct students who need first aid to an assigned location.
9. Principal determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via megaphone.
10. If students and staff are dismissed for the day, the Office Manager will be responsible for securing the building against vandalism and theft.
11. All classroom teachers will ensure that students are released to parents'/guardians' care, marking each student's name off the class roster as he/she leaves.
12. In the case that counseling services are subsequently needed by any students, the Principal and an assigned person will coordinate that effort.
13. In the case that media coverage is an issue, Principal and an assigned person will control and organize press releases and media requests.

The general emergency procedures are applicable to all emergency conditions; however, the following govern specific situations that may arise:

### **3.1 Fire**

1. Principal, custodians and/or Office Manager will determine the location of the fire.
2. Principal may activate EVACUATE BUILDING or STAY INDOORS response depending on the location of the fire.
3. If the building is evacuated, the Principal phones 911, picks up the emergency card binder and student medication(s) and leaves the building prepared to phone the parents of any injured child.
4. Custodian or Office Manager will sound the fire alarms.

### **3.2 Earthquake**

Principal or Teacher activate DROP AND COVER response.

If indoors:

1. All drop down to the floor, duck and cover.
2. Turn away from windows, suspended objects or outside walls.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold onto the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, the Principal or Office manager sounds alarms to EVACUATE BUILDING. Avoid touching fallen electrical wires.
7. All staff will carry Emergency backpacks with them and turn on two-way radios for communication.
8. When reassembled in the Emergency Meeting Area, Teachers will take role and report missing persons to the Principal.
9. Custodian will shut off the gas valve and notify the utility company of damages.
10. Expect aftershocks and be aware of possible tsunamis. Principal will listen to battery or crank-operated radio for the latest emergency information. *KCBS 740AM*

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to duck and cover again due to aftershocks.

### **3.3 Flood/ Severe Weather**

Warnings of severe weather are usually received via public radio or the State Warning Center. The Principal and the Office Manager will also receive automatic email alerts through the Electronic Digital Information System. If time and conditions permit, students may be sent home. However, if the weather conditions develop during regular school hours, without sufficient warning, students should be held at School.

1. Principal will assess the situation and make an announcement over the PA or megaphone to EVACUATE BUILDING, STAND BY ALERT, STAY INDOORS or may release students to go home.
2. Principal will listen to the battery or crank-operated radio for further emergency information.
3. Principal will activate Parent Alert System if appropriate.

### **3.4 Electrical/Gas/Water Failure**

1. Principal and/or custodian notify the electrical company (PG&E) at 800-743-5000 and/or the Fire Department at 510-444-1616. Water main break will require notification of EBMUD at 510-835-3000.
2. Principal may activate STAND BY ALERT or EVACUATE BUILDING responses.
3. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

### **3.5 Chemical Spill/ Biological Threat**

If substance released indoors:

1. Principal initiates the EVACUATE BUILDING response.
2. Principal calls 911 and the Office of Environmental Health Hazard Assessment (OEHHA) at 916-323-2514 to check chemical safety data.
3. Custodian locks or ropes off area – DO NOT TOUCH ANYTHING.
4. Evacuate room and TURN OFF air conditioning system.
5. Any persons who contacted the substance should wash with soap and water in the bathroom. Contaminated clothing should be immediately removed. Contaminated persons should remain in the bathroom separate from the general School population. A list of contaminated persons should be provided to the Principal.
6. Custodian should check for chemical safety data to determine clean-up procedure.

If substance released outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the Principal will determine if students should be evacuated. Either EVACUATE BUILDING or STAY INDOORS responses will be activated by Principal.
2. Close doors and windows and TURN OFF air conditioning system.
3. If N95 masks are accessible, all staff and students should place them over their nose and mouth.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Any persons who contacted the substance should wash with soap and water in the bathroom. Contaminated clothing should be immediately removed. Contaminated persons should remain in bathroom separate from the general School population. A list of the contaminated people should be provided to the Principal.
6. Give first aid.
7. Do not reopen the School campus until ALL CLEAR response activated by Principal.

### **3.6 Lockdown/Shooting Incident**

If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from the Principal:

1. Principal activates appropriate Immediate Response Action which may include DROP AND COVER, STAY INDOORS, SECURE BUILDING or EVACUATE BUILDING.
2. Principal calls 911.
3. All staff turns on two-way radios for communication.
4. Teachers close and lock all classroom doors and windows immediately.
5. Teachers take roll.
6. Teachers calmly direct students to duck and take cover under their desks.
7. Principal checks to make sure that students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
8. Custodian closes and locks all office doors and windows immediately.
9. Nobody may leave their secure sites until emergency crew members escort them to safety.
10. The Office Manager will control and organize media.
11. Assigned person(s) will ensure that counseling services are available as soon as possible.

### **3.7 Bomb Threat**

Generally there are two instances in which a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through sighting a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Principal immediately to call 911 – inform the operator there is a current bomb threat on another phone line and provide the number of the line.
2. Try to maintain the caller on the line and obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns, background noise, and identifying location).

If there is a sighting of a suspicious object, the person would:

1. Notify Principal immediately.
2. Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.

In all cases:

1. Principal may activate the EVACUATE BUILDING or the DROP AND COVER response action.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Principal and the emergency crew chief. Follow all emergency crew and bomb squad directives.
4. Use radios, two-way radios and phones only if absolutely necessary as the frequencies may set off the bomb(s).
5. Do not resume School activities until the ALL CLEAR alert is delivered by the Principal.

### **3.8 Explosion**

If explosion is indoors on School campus:

1. All drop down to the floor and DROP AND COVER.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. After the initial blast, the Principal will consider the possibility of another imminent explosion, call 911 and elect the appropriate response which may include STAY INDOORS or EVACUATE BUILDING.
6. Once safely assembled in the Emergency Meeting Area, Teachers will take roll and report missing persons to the Principal.

If explosion is outdoors in surrounding areas:

1. Principal will activate STAY INDOORS.
2. Principal will call 911.
3. All remain indoors until the ALL CLEAR signal is given by the Principal.

### **3.9 Death/Suicide**

1. Principal will be notified in the event of a death or suicide on campus.
2. Principal will phone 911 and the Alameda County Office of Education 510-887-0152.
3. Principal will activate STAY INDOORS.
4. Office Manager will control and organize media.
5. Principal will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
6. Assigned person(s) will ensure that counseling services are available as soon as possible.

### **3.10 Intruders/ Vicious Animals**

1. Call the School main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Principal will activate 'STAND BY ALERT', SECURE BUILDING OR EVACUATE BUILDING responses.
3. Keep the students in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify office of any missing persons, if possible.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.

### **First Aid**

- The First Aid area will be by the kitchen serving window if indoors and should be properly stocked at all times. If outdoors at Lincoln Square Park, each staff member will carry a First Aid kit in their Emergency Backpack.
- The First Aid team will consist of teacher's aides assigned by the Principal.

### **Staff Responsibilities**

- In the event of a disaster or external threat alert, individuals on the School site have the following responsibilities:

#### *Principal*

- Sound appropriate alarm to evacuate building (fire alarm) or take cover within the building (external threat).

- Following fire drill procedures, check School buildings to ensure that all students, personnel and visitors have evacuated the buildings.
- Maintain open communication with staff through two-way radios.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the county office informed and, if necessary, set up telephone communications at a nearby residence or business.
- Give directions to police in search and clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

#### *Teachers*

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Carry with them the Emergency Backpack available in each classroom.
- Maintain open communication with staff through two-way radios.
- Supervise children and maintain calm and order.
- Take roll once all students are relocated to a safe area and report missing students to principal.
- Maintain access to the classroom copy of the students' emergency cards.
- Send students in need of first aid to First Aid station.

#### *Office Manager*

- Assist and take direction from the Principal.
- Maintain open communication with staff through two-way radios.
- Make sure first aid supplies are readily available.
- Report situation to police and fire officials.

#### *Custodian*

- Shut off the valves for gas, water, electricity and air conditioning (if necessary).
- Open all gates and doors to assembly and exit areas.
- Secure building as directed by the principal.

#### *Aides, Volunteers and Other Adults*

- Set up station and administer First Aid to those in need.
- Should assist teachers working with students to keep them safe, orderly and comfortable.
- Be on call for Administrators' requests.

#### *Parent Advisory Group*

- In advance of emergencies, the Parent Advisory Group should ensure the emergency supplies are stored and stocked as outlined in section 4.
- Set up and update phone tree. Test activation of phone tree once per school term.

### **Drills**

It is the Principal's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out. Those drills are:

- **Fire Drill:** At least once per quarter, a fire drill should be conducted in which all pupils, teachers, and other employees are required to vacate the building.

- **Earthquake Drop & Cover Drill:** This drill should be performed once each school quarter per school year.
- **Major Disaster Drill:** This drill should be performed twice per school year so personnel are oriented to the School's Major Disaster Plan.

## 4. Emergency Information

### 4.1 Communication Alert System:

- **Parent Phone Tree:** To be structured by Parent Advisory Group and presented to Principal
- **Staff Emergency Contacts:** To be maintained by Office Manager

### 4.2 Emergency Phone Numbers

- EMERGENCY 911
- OAKLAND POLICE DEPARTMENT 510-777-3211
- OAKLAND FIRE DEPARTMENT 510-444-1616
- AMERICAN RED CROSS 510-595-4400
- OAKLAND OFFICE OF EMERGENCY SERVICES 510-238-3938
- SUMMIT MEDICAL CENTER EMERGENCY DEPT 510-869-8700
- HIGHLAND HOSPITAL EMERGENCY/TRAUMA DEPT 510-437-4559
- KAISER OAKLAND HOSPITAL 510-752-1000
- PACIFIC GAS AND ELECTRIC 800-743-5000
- EBMUD WATER 510-835-3000
- ALAMEDA COUNTY, POISON CENTER 800-222-1222
- OFFICE OF ENVIRONMENTAL HEALTH HAZARD ASSESSMENT 916-323-2514

### 4.3 Emergency Broadcast Stations

- ☐ KCBS 740AM
- ☐ KGO 810AM
- ☐ KNBR 680AM
- ☐ RADIO OAKLAND 530AM

### 4.4 Emergency Supplies and Equipment

Emergency supplies will be stocked and maintained by the School with the help of the Family Support Organization. There will be Student Emergency Packets for each student kept by the main exit of each classroom in a bin, an Emergency Backpack for each classroom located by the main exit and School Emergency Supplies stored in the kitchen.

#### Student Emergency Packets (1 per student)

1 quart of water  
Solar blanket  
6 Energy bars  
Note from parents/guardians with emergency contacts

#### Classroom Emergency Backpack (to be carried by staff)

Headlamp and extra batteries  
Hand-cranked radio and flashlight

First aid kit: 1 pair of scissors, 1 box of Band-Aids, 1 roll of medical tape, 1 pack of 4x4 gauze, 2 cold packs, 1 pair of tweezers, 10 pairs of disposable gloves, 2 tourniquets  
 Paper and pen  
 Whistle  
 Solar Blanket  
 Safety pins  
 1 packet of wet wipes  
 Waterproof matches  
 Toilet tissue  
 Children's Tylenol and Benadryl  
 Emergency prescribed medications  
 Two-way radio

School Emergency Supplies:

Flashlights  
 Batteries  
 Radios  
 Megaphone  
 Walkie-talkies  
 Whistles  
 Paper and pens  
 Paper plates, cups and plastic spoons for 100 people  
 Can openers (3)  
 Hand washing disinfectant 1 gallon  
 Orange safety vests for staff

Food:

Raisins – dated 20 lbs  
 Large canned beans 60 cans  
 Large peanut butter 20 tubs  
 Large almond butter (for persons allergic to peanuts) 2 tubs  
 Water 50 gallons  
 Crackers 30 boxes

First aid kit:

1 pair of scissors, 2 boxes of Band-Aids, 1 roll of medical tape, 4 boxes of 4x4 gauze, 2 cold packs, 1 pair of tweezers, 10 pairs of disposable gloves, 2 tourniquets, bed sheet strips for bandages

#### 4.5 Evacuation Routes

Evacuation routes will be displayed at each main exit of each classroom and the campus. These routes will be utilized in every drill and emergency procedure.

Staff and students will proceed to the safe dispersal area identified on the evacuation plan maps located in each classroom.

## ANNUAL EMERGENCY PLAN CHECKLIST

Action	Designated Leader	Date Completed
<input type="checkbox"/> Assess School campus hazards	_____	_____
<input type="checkbox"/> Clear evacuation routes	_____	_____
<input type="checkbox"/> Update emergency phone numbers	_____	_____
<input type="checkbox"/> Update parent phone numbers	_____	_____
<input type="checkbox"/> Stock emergency supplies	_____	_____
<input type="checkbox"/> Confirm Emergency Meeting Area	_____	_____
<input type="checkbox"/> Send message to parents	_____	_____
<input type="checkbox"/> Confirm Staff Assignments	_____	_____
<input type="checkbox"/> Orient staff to Safety plan'	_____	_____
<input type="checkbox"/> Review plan	_____	_____
<input type="checkbox"/> Schedule drills	_____	_____
<input type="checkbox"/> Test parent phone tree (biannual)	_____	_____

## INJURY AND MISSING PERSONS LOG

Recorded by: \_\_\_\_\_

INJURIES		
Name	Injury description and location	Treatment

MISSING PERSONS		
Name	Last seen wearing	Last location

## **ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY**

Yu Ming Charter School (“YMCS”) is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. YMCS’s policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. YMCS does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which YMCS does business, or any other individual, student or volunteer. This policy applies to all employees, students, or volunteers and relationships, regardless of position or gender. YMCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

### **Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above.

### **Prohibited Unlawful Sexual Harassment**

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by YMCS.

YMCS is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee, and disciplinary action up to and including suspension and/or expulsion for students.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is explicitly or implicitly made a term or condition of an individual’s employment, academic status, or progress; (2) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (3) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (4) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years

thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee, volunteer and student has the responsibility to maintain a workplace and educational environment free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Principal. See the “Harassment Complaint Form” attached herein.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

YMCS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

### **Compliance Officers**

The YMCS Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure YMCS' compliance with law:

Principal  
Yu Ming Charter School  
1086 Alcatraz Ave  
Oakland CA, 94608  
(510) 452-2063

The Principal or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible.

### **Employee Complaints**

Employees may also direct their complaints to the California Department of Fair Employment and Housing ("DFEH"), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission ("FEHC") or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

## **PREVENTION OF CHILD ABUSE POLICY**

The School is committed to maintaining safe and secure campuses for students, and for following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities.

### **Reporting Suspected Abuse/Neglect**

While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services (CPS), the School's child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of the School must sign a "Child Abuse Reporting" form indicating that they understand their responsibilities to report known or suspected child abuse/neglect.

See complete Prevention of Child Abuse Policy and Procedure for specific steps regarding the reporting of suspected abuse and neglect.

### **Reporting Problems at the School Site**

The School maintains zero tolerance for abuse. Every member of the School community must participate actively in the protection of its students.

The School will monitor the School buildings and grounds:

- All unused rooms, storage areas, and closet doors should be kept locked at all times;
- all unused buildings and areas must be designated, posted and enforced as off-limits to children;
- all students are required to remain in areas that are easily viewed by employees;
- Interior doors should be left open and unlocked when rooms are in use
- Blinds should be left open to allow informal monitoring by a passerby.

In the event that any current or future School employee observes any suspicious or inappropriate behaviors on the part of any third party or other employee while on the School premises or during a School-sponsored activity, he or she is required to immediately report their observations to the Principal or designee. Examples of suspicious or inappropriate behaviors include, but are not limited to:

- Policy violations,
- Neglectful supervision,
- “Private time” with students,
- Taking students off premises without adhering to procedures,
- Buying unusual gifts for children and youth,
- Swearing or making suggestive comments to students,
- Any other conduct as identified in this policy, or which is inappropriate or illegal in the eyes of the observer.

All reports of suspicious or inappropriate behavior with students will be taken seriously. The principal or designee will conduct an immediate investigation concerning the alleged act or omission. If at any point in gathering information about the allegedly suspicious, inappropriate or illegal behavior, a concern arises that there is a possibility of abuse of any kind, appropriate law enforcement and/or local child protection services will be contacted immediately and a report will be filed. If at any point any policy violations with students are confirmed, employees will be subject to disciplinary action, including but not limited to, administrative leave, termination and/or criminal prosecution.

The School will cooperate with any and all law enforcement and/or governmental entities in the implementation and enforcement of this policy.

## **EMPLOYEE CONDUCT WITH STUDENTS**

All School employees are responsible for conducting themselves in ways that preserves the safety of students and that prevents either the reality of or perception of inappropriate interaction with students.

In general, all School employees will treat all children with respect and consideration equally, regardless of sex, race, religion, culture or socio-economic status. Employees will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.

## **Alcohol, Tobacco, Controlled Substances and Weapons**

All School employees, visitors, parents and students are prohibited from the use, possession, or distribution of weapons, alcohol, tobacco products, or any illegal controlled substances while in the presence of students or at any time on School grounds. At no time are weapons of any type allowed on the School campus unless carried by an officer of the law who provides proper identification. They are also prohibited from being under the influence of alcohol or any illegal controlled

substances while in the presence of students or at any time on School grounds. Special events attended only by adults on the School campus while students are not present may be allowed to serve alcohol as designated by the Board.

### **Transportation of Students**

School employees may occasionally be in a position to provide transportation for students. The following guidelines should be observed in such circumstances:

- a) With the exception of emergency situations related to medical necessity, employees should avoid transporting students without the written permission of his or her parent or guardian;
- b) If written permission is not possible, the employee should make a written record of any verbal permission granted by the parent or guardian;
- c) Students should be transported directly to their destination and no unauthorized or unnecessary stops should be made;
- d) Employees will avoid unnecessary and/or inappropriate physical contact with students while in vehicles;
- e) Drivers who are assigned to transport students must be at least 21 years old and must abide by standards related to insurance and other legal requirements;
- f) Students should be appropriately harnessed in the appropriate safety device, such as booster seats, if applicable while being transported in vehicles.
- g) The employee should make a written record of the trip, including departure and arrival times and locations and students involved; and
- h) Whenever possible, two School employees should collectively engage in the transportation activity.

### **Language**

Employees and students will not speak to each other in a way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Employees are to refrain from swearing in the presence of students. Employees are cautioned against initiating sexually oriented conversations with students, except in the context of the School's health education curriculum. Employees are not permitted to discuss their own sexual activities with students.

### **Gifts**

Money will not be given to students. Gifts will not be given to individual students, except as an award related to a previously announced academic competition; or as a group award given to all participants in celebration of classroom or School accomplishment or special event.

### **Attire**

Employees must be appropriately and professionally dressed in presence of students. Clothing will not display inappropriate language or acts of violence.

### **Behavior**

One-to-one counseling with students will be done in a public place insofar as possible, where private conversations are possible but occur in full view of others.

Employees will refrain from intimate displays of affection towards others in the presence of students, parents, and other personnel.

Employees are prohibited from possessing any sexually oriented materials (magazines, cards, videos, films, clothing, etc.) on School grounds or in the presence of students.

### **Physical contact with students**

Some forms of physical contact between adults and children are appropriate and that other forms are inappropriate, illegal, or have been used by adults to initiate inappropriate or illegal contact with children.

Appropriate physical contact between employees and students include, but are not limited to:

- Handshakes;
- “High Fives” or hand slapping;
- briefly touching tops of heads, shoulders or upper back in acknowledgement, congratulation or consolation;
- brief hugs; and
- holding hands while walking with small children.

Inappropriate physical contact between employees and students include, but are not limited to:

- kisses;
- touching bottoms, chests, knees, legs, , and/or genital areas;
- showing affection in isolated or private areas;
- sleeping with a student;
- wrestling with students;
- tickling students;
- piggyback rides;
- any type of massage;
- any form of unwanted affection; and/or
- any compliments that relate to physique or body development.

All School employees are prohibited from using physical punishment in any way for behavior management of students. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behaviors by students. Other prohibitions include, but are not limited to,

- isolation except as needed for the child to gain self-control (and then only under the supervision of an adult, and no longer than 15 minutes),
- withholding food or water,
- degrading punishment,
- work assignments unrelated to a natural or logical consequence,
- excessive exercise,
- withholding access to contact with parents or guardians,
- withholding or using medications for punishment,
- mechanical restraint such as rope or tape to restrict movement, or
- any type of physical restraint.

## HARASSMENT COMPLAINT FORM

*It is the policy of YMCS that all of its employees be free from harassment including sexual harassment. This form is provided for you to report what you believe to be harassment, so that YMCS may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*If you are an employee of YMCS, you may file this form with the Principal or Board President. If you are a student/parent, you may file this form with the Principal, or if the complaint involves the Principal, the Board President.*

*Please review YMCS's policies concerning harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be harassment.*

*YMCS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, YMCS will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, YMCS will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize YMCS to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that YMCS will be able to address your complaint to your satisfaction.*

*Charges of harassment are taken very seriously by YMCS both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed you or someone else:

\_\_\_\_\_

List any witnesses that were present:

\_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_

\_\_\_\_\_

**I acknowledge that I have read and that I understand the above statements. I hereby authorize YMCS to disclose the information I have provided as it finds necessary in pursuing its investigation.**

**I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.**

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

## ACKNOWLEDGMENT

PLEASE READ THIS SAFETY PLAN AND FILL OUT AND RETURN THIS PORTION TO YOUR SUPERVISOR OR OFFICE MANAGER UPON COMPLETING TRAINING IN THE SAFETY PLAN PROCEDURES.

Team Member Name: \_\_\_\_\_

This is to acknowledge that I have received a copy of Yu Ming Charter School's Safety Plan. I have read the Plan and agree to abide by the policies and procedures set forth in the Plan.

I further acknowledge that I have been provided training in health, safety and emergency procedures. I agree to participate fully in the emergency drills as scheduled by Yu Ming Charter School.

Signed:

Date:

*TO BE PLACED IN TEAM MEMBER'S PERSONNEL FILE*



# CHARTER RENEWAL PETITION

## APPENDIX VI: STUDENT ENROLLMENT, ADMISSION, ATTENDANCE, AND DISCIPLINE

Task	Lead	Wk 9/27	Wk 10/5	Wk 10/12	Wk 10/19	Wk 10/26	Wk 11/2	Wk 11/9	Wk 11/16	Wk 11/30	Wk 12/7	Wk 12/14
Monthly check-in (re: school tours, lists sharing, coordinate communication to prospective parents)	Lily, Dave, Sue	x				x				x		
Finalize school tours/events dates & workplan	Lily, Dave, Sue	x										
Reminder calls to Head Starts re: open house 10/5	Lily	x										
Develop, translate, and finalize applications, outreach materials & talking points	Lily, Sue, Dave	x	x									
2nd Open House for head start staff 10/5	Lily, Sue		x									
Update website	Dave			x								
Recruit parents to join Outreach Committee	Lily	x	x									
Put up banner & flyers	Lily (Tommy)			x								
FSO Community Outreach Committee Meeting	Lily			x			x				x	
Recruit parent volunteers for school tours	Dave, Sue			x	x	x	x					
Set up database for interested parents contact	Lily			x								
Calls to set up presentations & morning outreach	Lily			x	x	x						
YM parents do follow-up calls with interested parents from last year	Lily				x	x	x					
Recruit parent volunteers for outreach & presentations	Lily, Sue					x	x	x				
Morning outreach & presentations	Lily						x	x	x	x	x	x
YM parents do follow-up calls with interested parents	Lily							x	x	x	x	x
School tours/outreach events	Dave, Sue							x	x	x	x	x
Library & community business outreach	Lily										x	x
Parents ("buddies") follow up calls with targeted parents who applied; invite to Lunar New Year event?	Lily											
Mandarin assessment	Dave											
Lottery	Dave											
Notification calls to targeted prospective parents	Sue, Lily											
Notification sent o all prospective parents	Dave											
Enrollment packet sent to prospective parents	Dave											
YM parents reminder calls to targeted prospective parents re: informational open house ("buddies")	Lily											
Informational Open House to prospective parents	Dave											
Follow up outreach to targeted parents ("buddies")	Lily											
Orientation reminder calls	Lily											
New parents orientations	Dave											
Follow up calls to targeted prospective parents re: forms & dates	Lily, Sue											

Task	Lead	Winter Break	Februar		March	April	May	June	July	Aug
			January	y						
Monthly check-in (re: school tours, lists sharing, coordinate communication to prospective parents)	Lily, Dave, Sue		x	x	x	x	x	x		
Finalize school tours/events dates & workplan	Lily, Dave, Sue									
Reminder calls to Head Starts re: open house 10/5	Lily									
Develop, translate, and finalize applications, outreach materials & talking points	Lily, Sue, Dave									
2nd Open House for head start staff 10/5	Lily, Sue									
Update website	Dave									
Recruit parents to join Outreach Committee	Lily									
Put up banner & flyers	Lily (Tommy)									
FSO Community Outreach Committee Meeting	Lily		x	x	x	x	x	x		
Recruit parent volunteers for school tours	Dave, Sue									
Set up database for interested parents contact	Lily									
Calls to set up presentations & morning outreach	Lily									
YM parents do follow-up calls with interested parents from last year	Lily									
Recruit parent volunteers for outreach & presentations	Lily, Sue		x	x						
Morning outreach & presentations	Lily		x	x						
YM parents do follow-up calls with interested parents	Lily	x	x	x						
School tours/outreach events	Dave, Sue		x	x						
Library & community business outreach	Lily	x	x							
Parents ("buddies") follow up calls with targeted parents who applied; invite to Lunar New Year event?	Lily		x	x						
Mandarin assessment	Dave			x						
Lottery	Dave				x					
Notification calls to targeted prospective parents	Sue, Lily				x					
Notification sent o all prospective parents	Dave				x					
Enrollment packet sent to prospective parents	Dave				x					
YM parents reminder calls to targeted prospective parents re: informational open house ("buddies")	Lily				x					
Informational Open House to prospective parents	Dave				x					
Follow up outreach to targeted parents ("buddies")	Lily				x	x	x	x	x	x
Orientation reminder calls	Lily							x		
New parents orientations	Dave							x		
Follow up calls to targeted prospective parents re: forms & dates	Lily, Sue								x	x

# Free K-8 Mandarin Immersion School NOW OPEN FOR ENROLLMENT

2015-2016 SCHOOL YEAR  
Kindergarten through 5<sup>th</sup> Grades



Yu Ming is a free, public K-8 school that offers a an excellent comprehensive education in all the core subjects as well as a unique opportunity for children in the East Bay to become bilingual in Mandarin Chinese and English in a socially supportive learning environment.

## SCHOOL TOURS & EVENING INFO SESSIONS

Dec 4 (Thu) 8:30 – 10 am

Dec 8 (Mon) 8:30 – 10 am

Dec 10 (Wed), 6:30 – 8 pm

Jan 8 (Thu), 8:30 – 10 am

Jan 21 (Wed) 6:30 – 8 pm

Jan 26 (Mon) 8:30 – 10 am

## WHY IMMERSION?

- Children's brains are primed for languages, and immersion is the best way for kids to master a second language
- Learning foreign languages helps children develop problem-solving skills, studies have shown
- Bilingual kids score higher on verbal and math standardized tests conducted in English
- Knowing a foreign language provides a competitive advantage for better jobs and educational opportunities

## WHY MANDARIN CHINESE?

- Growth! Chinese is the language of the world's second largest economy
- Mandarin is a great language for learning math

## HOW TO APPLY

1) Attend a school tour or an info session to find out more about our school & education model! (See *dates above*)

2) Fill out an application (pick one up from us, call us to have one mailed to you, or download from our website\*) and mail to:

Yu Ming Charter School,  
1086 Alcatraz Ave.  
Oakland, CA 94608

## QUESTIONS?

Call us at (510) 452-2063

Or email: [info@yumingschool.org](mailto:info@yumingschool.org).

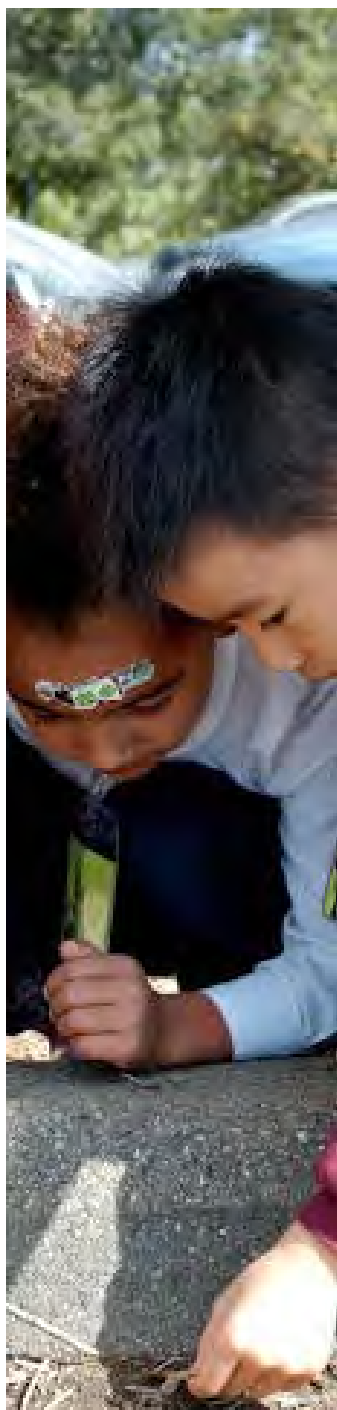
For more information please visit our website address below.

**ENROLL NOW! Applications deadline is February 24, 2015**

\*[www.yumingschool.org/enrollment/enrollment-now-open](http://www.yumingschool.org/enrollment/enrollment-now-open)

# 公立中英文双向沉浸式学校 2015-2016 学年度招生

幼秧园至五年级



育明中英双语学院是一个幼秧园到八年级的公立学校，提供一个优秀多元化的教育，让住在东湾的学童能在社会支持性的学习环境下能流利的学会中文(普通话)和英文。

## 学校参观&招生说明会

12/4 (星期四) 8:30 – 10 am

12/8 (星期一) 8:30 – 10 am

12/10 (星期三), 6:30 – 8 pm

1/8 (星期四), 8:30 – 10 am

1/21 (星期三) 6:30 – 8 pm

1/26 (星期一) 8:30 – 10 am

## 为何选择双向沉浸式教育?

- 幼龄是学习语言最好的时期，沉浸式教育是学习精通第二语言最好的方式
- 研究显示学习精通第二语言能发展批判性思维和解决问题的能力
- 熟谙两种语言的儿童在以英语进行的口头和数学标准化测验中得分较高
- 知道一门外语让您的孩子拥有竞争优势和更好的工作和教育机会

## 报名程序

1) 请参加学校参观与招生说明会以深入了解育明小学提供的学术课程。

2) 请填写报名表(上网下载或来电我们寄给您)并邮寄至

Yu Ming Charter School,  
1086 Alcatraz Ave.  
Oakland, CA 94608

## 有问题吗?

来电 (510) 452-2063 或  
(510) 290-2296 找 Lily (育明小学家长)

## 入学申请表格截止日期: 2015 年 2 月 24 日

[\\*www.yumingschool.org/enrollment/enrollment-now-open](http://www.yumingschool.org/enrollment/enrollment-now-open)

# Escuela pública gratuita de inmersión al chino e inglés

## Aceptando solicitudes para el año escolar 2015 – 2016

Kindergarten a Quinto Grado



Yu Ming es una escuela pública K- 8 que ofrece una educación integral donde la mayor parte de las clases se imparten en chino mandarín. Los niños en el Este de la bahía podrán ser bilingües en chino mandarín e inglés y encontrar un ambiente educativo con el apoyo de una comunidad.

### CONOZCA LA ESCUELA Y EL MODELO DE EDUCACIÓN:

Jueves, Dec 4, 8:30 – 10 am

Lunes, Dec 8, 8:30 – 10 am

Miércoles, Dec 10, 6:30- 8 pm

Jueves, Jan 8, 8:30 – 10 am

Miércoles, Jan 21, 6:30- 8 pm

Lunes, Jan 26, 8:30 – 10 am

### ¿PORQUE INMERSION?

- Los niños tienen gran facilidad de aprender idiomas. Un sistema de inmersión es la mejor forma de aprender un segundo o tercer idioma.
- El aprender idiomas ayuda a desarrollar el pensamiento crítico y habilidades de resolución de problemas
- Mayor puntuación en las pruebas estandarizadas de matemáticas y verbales realizadas en inglés.
- Aprender chino ayuda para encontrar mejores trabajos e ingresar a Universidades

### PARA INSCRIBIRSE

- 1) Asista uno de los tours o sesiones de información (ver arriba)
- 2) Llene una solicitud (recoja una en nuestra oficina, pida una por correo o descarga en nuestro sitio web) y envíela por correo a:

Yu Ming Charter School,  
321 10<sup>th</sup> St., Oakland, CA  
94607

### ¿PORQUE CHINO?

- China es la segunda economía más importante del mundo

**¡Inscríbete ahora! Fecha límite de inscripción es el 24 de febrero 2015**

Para obtener más información:

(510) 452-2063; Correo electrónico: [info@yumingschool.org](mailto:info@yumingschool.org); [www.yumingschool.org/enroll](http://www.yumingschool.org/enroll)



You are warmly invited to

## **Open House at Yu Ming Charter School Mandarin Immersion Program**

**12:30-2pm, Thursday, August 27th  
1086 Alcatraz Ave, Oakland**

- ✓ Lunch provided at 12:30 pm, meet Principal Sue Park, teachers, and parents!
- ✓ Classroom tours begin at 1 pm -- Come see Yu Ming classes in action.
- ✓ Ask questions about Yu Ming, Chinese immersion, and school community and culture.
- ✓ Advise and coordinate with our volunteers on how best to let your school's parents and community learn about this great opportunity for Mandarin Chinese language immersion!

**Please RSVP for Lunch by 11 am, Wednesday, August 26th** so that we know how much food to order. Email Lily Wang at [xiaoliliw@gmail.com](mailto:xiaoliliw@gmail.com).

Any questions? Call Lily at 510-421-6230.

To learn more about Yu Ming, please visit our website: [www.yumingschool.org](http://www.yumingschool.org).



**What is a charter school?**

A charter school is a public option, so it is free of tuition. Because Yu Ming is an Alameda County charter 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, and vice versa.

**What makes Yu Ming different?**

Yu Ming is a two-way dual immersion program that offers your child the opportunity to develop an 'in demand' second language (Mandarin Chinese) while providing an excellent comprehensive education in all the core subjects. It is free to all California residents. Similar private schools in the area charge upward of \$20K per year.

**How do Yu Ming students do compared to other schools?**

Yu Ming's API score in 2012-2013 was 944, significantly surpassing the State goal of 800 for all public schools. Yu Ming had strong results in our core subjects of Math (100% children tested proficient or advanced) and English (78% proficient or advanced), both significantly higher than the State average.

**What teaching methods do Yu Ming's teachers use? How else does Yu Ming supplement its core curriculum?**

Our teachers use the latest methods and programs in the classrooms, such as FOSS science kits and Dreambox on-line math learning software. We have support systems in place for those struggling with literacy in Chinese and English through small group work. In addition, we run a Homework Club for students who struggle to complete Chinese homework independently. We also supplement our learning with 4-8 annual field trips to places like CAL Academy of Science, Lawrence Hall of Science and the Exploratorium.

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

Yu Ming places a strong emphasis on social and emotional development. Children receive workshops from Brother Sizwe Abakah that focus on building community, inclusion and valuing difference. 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 Second Step weekly lessons as an evidence-based curriculum for social and emotional skills development.

**Does Yu Ming offer art or music classes?**

Yu Ming values partnerships with local organizations to enrich our students' experience: We have Art instruction from Museum of Children's Art, music from Oakland Youth Choir, and PE & After School Program through the YMCA.

**What is language immersion?**

Foreign language immersion is a well-researched educational program in which the school curriculum is taught through the medium of a foreign language. It is the best way to master a second language. Our model succeeds by enrolling children with backgrounds in both languages, and giving them the

opportunity to help each other learn. Two-way immersion enables students to *maintain their first language* while acquiring a second language. Students learn all of their traditional subjects – math, science, social studies, and history – in both languages. This enables them to be fully functioning in each language.

**Why should I consider it for my child?**

Having a second language is a gift that opens many doors, for new experiences, for personal growth, and for future opportunities. Learning Chinese – the language of the second largest economy in the world – gives your child a big competitive advantage. Research has shown that learning another language to a high proficiency builds problem-solving capacity that is useful in other subject areas, including math, science and creative arts. It also provides a deeper understanding of language structures, which leads to a higher ability in the child's native language.

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

Absolutely! To achieve our two-way dual immersion model, Yu Ming strives for a 50/50 mix of Mandarin and non-Mandarin speakers in each entering Kindergarten class. Students may enter Kindergarten at Yu Ming with no previous Mandarin exposure or any level of Mandarin proficiency. Non-Mandarin speakers will be eligible for 50% of slots. All students (Mandarin and non-Mandarin speakers) in the entering Kindergarten class learn together in the same classroom and get the benefits of the dual immersion model.

**If I live close to the school, will my child get a preference in the lottery?**

Yu Ming's enrollment policy gives preference to applicants who live within the local elementary attendance area of the school. Currently, this is the area in Oakland where the local school your child would attend is Sankofa Academy.

**Are there opportunities for parents to get involved at Yu Ming?**

Children thrive when their parents are actively involved in their education. There are a myriad of volunteering opportunities at the school for parents during school hours. In addition, we have a Parent Action Group and Cultural Competence Committee that work on parent education, fundraising, outreach, enrollment, and anti-bias curriculum.

**I have more questions about Yu Ming. Is there someone I can talk to about the school?**

Yes! We encourage all interested parents to attend a tour of our school and meet our staff and parents (please check our flyer or website at <http://www.yumingschool.org/enrollment/enrollment-now-open/>). You can also call the school at (510) 452-2063, or call Lily Wang, a parent at Yu Ming, at (510) 290-2296 to get more information.

## **HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING POLICY**

Yu Ming Charter School (“Charter School”) believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the Charter School prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, “discrimination, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. Charter School staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

### **Definitions**

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

“Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other

wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
  - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

## Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Principal or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

The Charter School acknowledges and respects every individual’s rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

The Charter School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter’s filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

## **Investigation**

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Principal or designee will promptly initiate an investigation. At the conclusion of the investigation, the Principal or designee will notify the complainant of the outcome of the investigation. However, in no case may the Principal or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the Charter School.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

## **Appeal**

Should the Complainant find the Principal or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

## **Consequences**

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the Charter School.

## HARASSMENT COMPLAINT FORM

*It is the policy of YMCS that all of its employees be free from harassment including sexual harassment. This form is provided for you to report what you believe to be harassment, so that YMCS may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*If you are an employee of YMCS, you may file this form with the Principal or Board President. If you are a student/parent, you may file this form with the Principal, or if the complaint involves the Principal, the Board President.*

*Please review YMCS's policies concerning harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be harassment.*

*YMCS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, YMCS will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, YMCS will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize YMCS to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that YMCS will be able to address your complaint to your satisfaction.*

*Charges of harassment are taken very seriously by YMCS both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed you or someone else: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed): \_\_\_\_\_

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**I acknowledge that I have read and that I understand the above statements. I hereby authorize YMCS to disclose the information I have provided as it finds necessary in pursuing its investigation.**

**I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.**

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

Yu Ming Charter School Enrollment and Public Random Drawing Policy:

Approved by Board of Directors on February 15, 2011

Addendum approved by Board of Directors on March 1, 2011

Revision approved by Board of Directors on March 6, 2011

Revision approved by Board of Directors effective as of July 31, 2011

Revision approved by Board of Directors on November 15, 2012

Revision approved by Board of Directors on February 27, 2014

Revision approved by Board of Directors on January 22, 2015

Revision approved by Board of Directors on June 20, 2015

Proposed revision to accompany Charter Renewal 2015

1. Application to Yu Ming Charter School:

- a. The enrollment period for application to Yu Ming Charter School (Yu Ming) will begin in November of the year prior to the academic year.
- b. The principal or their designee shall organize outreach activities and information sessions designed to recruit a broad, diverse representation of students from Alameda County both socioeconomically, racially and ethnically.
- c. There is no fee to apply to or attend Yu Ming.
- d. Yu Ming Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- e. All applicants must complete an application for enrollment. Applications for enrollment for each academic year are valid solely for that academic year. Any offers of enrollment to Yu Ming or waitlist positions from one academic year shall not carry over to other academic years. Any applicant who was not offered enrollment in one academic year who wishes to reapply to Yu Ming in the future must submit a new application for the new academic year.
- f. The principal or their designee will select a date for the application deadline. The application deadline will be posted on the Yu Ming website and also indicated on all enrollment applications. Applications must be returned to Yu Ming in person by the application deadline or received by mail at the Yu Ming school office. Yu Ming staff will log the date received and will notify applicants by email (if available) or by postcard (if no email available) that their application was received. Yu Ming staff will use address information as provided by the applicant and takes no responsibility as to the validity of the address.

Applicants should not assume that their application has been received unless they receive this notification. Applications received after the deadline will not be considered during the initial enrollment period. Yu Ming reserves the right to conduct a second round of recruitment and enrollment if deemed necessary by the principal or their designee. If a second round of recruitment and enrollment is undertaken, applications received after the initial enrollment deadline will be considered for admission during the second enrollment period.

- g. Enrollment applications will be distributed at enrollment information sessions and made available for download from the Yu Ming website, [www.yumingschool.org](http://www.yumingschool.org). All applications must be submitted in hardcopy form to the Yu Ming school office; electronic and facsimile copies will not be accepted. Enrollment applications will be available in English, Chinese (Simplified and Traditional) and Spanish.
- h. All applicants will be encouraged to attend an enrollment information session. The purpose of these sessions is to ensure that families understand the unique features of language immersion education and that applicants are committed to staying at Yu Ming for the entirety of their elementary education, K-8.
- i. Yu Ming must comply with State law as to the minimum age for public school admission. Kindergartners must be 5 years of age on or before September 1 of the academic year in which they enter Kindergarten.
- j. As outlined in the Yu Ming charter, Yu Ming strives towards a 50/50 two-way dual immersion model. To this end, efforts will be made to fill half of each kindergarten class with Mandarin speaking students and half with students who speak another language other than Mandarin. Applicants will be asked on the enrollment application to indicate if the student has any level of proficiency in Mandarin. Applicants who indicate such proficiency will be scheduled for a Mandarin language review conducted under the direction of the principal or their designee using an objective, age appropriate assessment. If the applicant meets the criteria for Mandarin proficiency, their parent or guardian will be given the option to have the applicant considered for the Mandarin slots for the academic year. The parent or guardian may elect to have the applicant considered for the non-Mandarin slots instead. If an assessed applicant does not meet the defined level of Mandarin proficiency, then the applicant will be considered for the non-Mandarin slots for the academic year. No applicant will be eligible for both the Mandarin and non-Mandarin slots.
- k. In line with recommendations from the California Department of Education, Two-Way Language Immersion Program FAQ ([www.cde.ca.gov/sp/el/ip/faq.asp](http://www.cde.ca.gov/sp/el/ip/faq.asp)), applicants applying to Yu Ming after Kindergarten will need to have some level of proficiency in Mandarin that approximates the students who have already been in the program for a year or more. Applicants entering the program after Kindergarten will be assessed by the school principal or their designee to determine if their Mandarin language proficiency is adequate for admission to the grade level to which they are applying. The principal or their designee will determine the level of Mandarin proficiency required for each grade level by the date applications are due for the next academic year. All applicants will be included in the public random drawing (if more applications are received than available spaces) so that an ordered

waitlist can be created for any slots that may open by attrition during the academic year. The principal or their designee will assess applicants on the waitlist to ensure that the applicants meet the set level of Mandarin proficiency. If an applicant does not meet the level of proficiency, they will be removed from the waitlist. If a parent believes that the assessment is inaccurate, they may submit a written request to the principal to review the assessment. The principal or their designee, after reviewing the assessment, shall have final say in determining if the assessment is valid and whether a re-assessment is indicated.

- l. As outlined in the Yu Ming charter, siblings of currently enrolled students will be given preference in the enrollment process if a public random drawing is held (see below). For this purpose, siblings are defined as persons with at least one parent or guardian or step-parent in common. Applicants must indicate on their enrollment application if they have a sibling currently enrolled at Yu Ming. This preference will include applicants whose sibling is slated to graduate from the 8<sup>th</sup> grade from Yu Ming at the end of the current academic year.
- m. As outlined in the Yu Ming charter, residents of Alameda County and residents of the Local Elementary School Attendance Area where Yu Ming is located will be given preference in the enrollment process if a public random drawing is held (see below). If offered admission to Yu Ming, applicants indicating that they primarily reside in one of these areas will need to present 3 official documents to verify proof of Alameda County Residency or proof of residency in the Local Elementary School Attendance Area. Applicants who do not supply this proof of residency or are found to not be primarily residing in Alameda County or in the Local Elementary School Attendance Area will be moved to the end of the waitlist since the additional weighting given to them in the public random drawing process was invalid. Additionally, Yu Ming office staff may audit the proof of residency, ask for additional proof of residency and/or make home visits to ensure that the applicant actually lives at the address given on the application form. Acceptable proof of residency will include the following<sup>1</sup>:
  - i. Utility bill from PG&E or EBMUD (current bill within 30 days)
  - ii. Homeowner's or renter's insurance policy
  - iii. Lease agreement
  - iv. Current property tax bill from Alameda County Tax Collector's Office
  - v. Official letter or form from a social services or government agency (current within 30 days)
  - vi. Valid CA Driver's License
  - vii. Current bank statement with proof of current residential address
  - viii. Paycheck from employer on official letterhead with proof of current residential address

## 2. Admissions Selection Process and Public Random Drawing

- a. Each year, the Yu Ming Board, acting on recommendations from the principal or their designee will approve a plan for school growth for the coming academic year which includes

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<sup>1</sup> Proof of residency not required for homeless youth.

- the number of slots available for new students. For academic year 2016-17 there will be 2 Kindergarten classes. Half of the Kindergarten slots will be designated for students with Mandarin proficiency (as defined above in section 1.j) and half will be designated for students proficient in a language other than Mandarin.
- b. If there are more applicants than slots available, a public random drawing will be held to determine admission to Yu Ming.
  - c. Preference in the public random drawing process will be in the following order based on the preferences listed in the Yu Ming charter and based on preferences as required by California Education Code Section 47614.5:
    - i. Children of employees (where “employees” are defined to be persons who are under direct paid employment by Yu Ming and work an average of 18 hours or more per week at Yu Ming)
    - ii. Siblings of current students within the Charter School (as defined above in section 1.i.)
    - iii. Children of Founding Families (as defined below in section 2.d.)
    - iv. Children of Yu Ming Board Members (Children of current Board Members are eligible for this preference if the Board Member will have served a minimum of one year on the board at the time the child would, if offered a slot, enter Yu Ming. Children of past Board Members are eligible for this preference if the Board Member served a minimum of one year on the board.)
    - v. Children who reside in the Local Elementary School Attendance Area where Yu Ming is located or who currently attend the local elementary school in the area where Yu Ming is located
    - vi. Residents of Alameda County
    - vii. All other students in the State of California.
  - d. As outlined in the Yu Ming Policy on Founding Family Definition, preference within the Children of Founding Families (section 2.c.iii above) shall be given to Children of Original Founding Families.
  - e. The public random drawing:
    - i. Will have its date and location (as determined by the principal or their designee) posted on the Yu Ming website at least 72 hours prior to being held.
    - ii. Will be run by the principal and/or their designee.
    - iii. Will be overseen by at least 2 members of the Yu Ming Board of Directors (or 1 member of the Yu Ming Board of Directors and the principal).
    - iv. May be done using electronic or mechanical means at the discretion of the chair of the enrollment committee or their designee. If the drawing is done using electronic means any formulae or special computer programs (source code) used to assist in the drawing process will be available for public review.
  - f. Kindergarten applicants who have been designated as Mandarin speaking applicants (as defined above in sec 1.j) will be assigned to open slots designated for Mandarin speakers using the procedure outlined in sections 2.f.i through 2.f.iv below. Then Kindergarten applicants who have been designated as non-Mandarin speaking applicants will be assigned

to open slots designated for non-Mandarin speakers using the same procedure in sections 2.f.i through 2.f.iv below. After Kindergarten slots and waitlists have been assigned, applicants for each higher grade level will be assigned to an ordered waitlist to fill any slots opened by attrition at the end of the academic year. Applicants will be assigned to open slots using the procedure in sections 2.f.i through 2.f.iv below.

- i. Following the preferences defined above in section 2.c, applicants will be assigned to open slots for their respective grade (and, for Kindergarten, language category). If there are more applicants in any preference category than open slots, applicants from that preference category will be drawn at random using the designated mechanical or electronic system. Each applicant drawn will be assigned an open slot until all slots are filled. Remaining applicants will continue to be drawn and placed on an ordered waitlist for that grade (and, for Kindergarten, language category). Applicants from preference category 2.c.i will be assigned first. Once all applicants from this preference category have been assigned to slots or the waitlist, applicants from preference category 2.c.ii will be assigned. Once all applicants from preference category 2.c.ii have been assigned to slots or the waitlist, applicants from preference category 2.c.iii will be assigned.
- ii. For preference category 2.c.v (Residents of the Local Elementary School Attendance Area) the preference will be a weighted preference of 8:1. For preference category 2.c.vi (Residents of Alameda County) the preference will be a weighted preference of 2:1. The weighting for Alameda County will not be additive to the weighting for the Local Elementary School Attendance Area. For preference category 2.c.iv (Children of Yu Ming Board Members) the preference will be an added weight of 2 in addition to any weighting for residency (i.e. a child of a Board Member who resides in Alameda County will have a weighted preference of 4:1; a child of a Board Member who resides in the Local Elementary School Attendance Area will have a weighted preference of 10:1; and a child of a Board Member who lives outside Alameda County will have a weighted preference of 3:1). These preferences will be reflected in the lottery process through mechanical or electronic means by selecting at random students in preference categories 2.c.iv, 2.c.v, 2.c.vi and 2.c.vii with the weighting described above.
- iii. If an applicant who is offered a slot during the process described above in section 2.f.i has a sibling(s) who has(have) also applied for admission during the current enrollment period and for the same grade level, that sibling(s) will be offered the next available slot(s) that matches their language proficiency or if no such slot(s) remain they will be placed in the first available slot(s) on the appropriate waitlist. If an applicant who is offered a slot during the process described above in sections 2.f.i has a sibling(s) who has(have) also applied for admission during the current enrollment period and for a different grade level which has already been assigned slots, that sibling(s) will be offered an open slot that matches their language proficiency, if available, or placed in the first available slot(s) on the appropriate waiting list. If an applicant who is offered a slot during the process described above

in sections 2.f.i has a sibling(s) who has(have) also applied for admission during the current enrollment period and for a different grade level which has not yet been assigned slots, that sibling(s) will be given sibling preference (as defined above in sections 2.c.ii) at the time of assignment of slots for their grade level.

- iv. The chair of the enrollment committee or their designee will record the assignment of each applicant to either a slot or to the appropriate ordered waitlist.
- g. The following guidelines will be followed regarding the ordered waitlists for each grade:
  - i. The school will maintain an ordered waitlist for each grade and, for Kindergarten, each language category.
  - ii. If slots become available because an accepted student declines acceptance or a student withdraws from school before the start of the academic year, students on the waitlist will be offered a slot in their grade (and for Kindergarten, their language category) based on their position on the waitlist.
  - iii. If slot(s) open up during the academic year because of attrition, the principal will determine whether the slot(s) will be filled at that time or if the slot(s) will be left vacant for the remainder of the school year. The principal will make this determination based on how far along in the academic year the slot becomes open (eg. more likely to fill the slot in the first half of the academic year and less likely to fill the slot in second half of the academic year), any relevant grade specific factors (eg. additional number of students already present in the grade above the target number because of students being retained in a grade or advanced in a grade during the academic year), and whether there is more than one student leaving (eg. may be greater need to fill the slots if there is more attrition in the same grade). The principal will not consider any characteristics or identities of students on the waitlist when deciding whether to fill a slot opened by attrition. If the slot is to be filled, students on the waitlist will be offered a slot in their grade (and for Kindergarten, their language category) based on their position on the waitlist.
  - iv. If an applicant on the waitlist becomes eligible for a preference category as defined in sections 2.c.i, 2.c.ii, 2.c.iii or 2.c.iv because of a family change (eg. a sibling is offered and accepts a slot at Yu Ming, a parent becomes an employee at Yu Ming, a parent marries into a family that is eligible for a preference category, or other change affecting an applicant's eligibility for an enrollment preference) an effort will be made to allow that applicant to receive the benefit of that preference by moving them up the waitlist to a position granted by the preference to which they are entitled. However, no applicant will be moved ahead of a student with the same preference eligibility. For example, if an applicant on the waitlist becomes eligible for the sibling preference because their sibling was offered and accepted a slot at Yu Ming, the applicant would be moved up the waitlist ahead of other applicants, including those with Founding Family preference, but not ahead of other applicants with sibling preference nor ahead of any applicants with employee preference.

- v. The waitlists shall remain in effect for the entirety of the academic year. At the end of the academic year the waitlists shall be null and void and have no bearing on assignment to slots for the next academic year.
- vi. Subject to the Principal's determination pursuant to Section 2.g.iii, as applicable, If slots for Mandarin proficient Kindergarten students remain and all the remaining Kindergarten applicants on the waitlist are not proficient in Mandarin, then these slots will be assigned to Kindergarten applicants who are not proficient in Mandarin. The slots will be assigned to applicants based on their order on the non-Mandarin waitlist. Similarly, if slots for non-Mandarin students remain and all the remaining students on the wait list are proficient in Mandarin, then these slots will be assigned to Kindergarten students who are proficient in Mandarin. The slots will be assigned to applicants based on their order on the Mandarin waitlist. If the ratio of Mandarin/non-Mandarin students is drifting away from the school's goal of a 50/50 for a dual immersion program, the principal may recommend to the Board of Directors that an additional round of enrollment take place in order to allow the school to meet its dual immersion model.
- vii. If the waitlist for an individual grade is exhausted, and unfilled slots for that grade remain, then the principal or their designee may announce and undertake a second enrollment period. If more students apply for the slots than are available, another public random drawing (following the same procedures outlined above) will be used to determine which students are offered slots and which are placed on a waitlist. If unfilled slots remain for an individual grade even after a second enrollment period, the unfilled slots will be listed on the Yu Ming website. Each day that the slots are listed will be considered a separate enrollment period; if more applicants than available slots happen to apply on the same day, a public random drawing (following the same procedures outlined above) will be used to determine which students are offered slots and which are placed on a waitlist.
- viii. To streamline filling slots in the upper grades (above Kindergarten) the school may elect to assess the Mandarin language proficiency of applicants at the top of the waitlists prior to having confirmation that a slot in a particular grade will definitely be opening by attrition. When the principal or their designee contacts an applicant to schedule these assessments, the applicant will have 48 hours to respond and schedule the assessment. If the applicant does not respond within 48 hours, it will be assumed that the applicant is no longer interested in attending Yu Ming and they will be moved to the end of the applicable waitlist.
- h. A person who is hired as an employee of Yu Ming (where "employee" is defined to be a person who is under direct paid employment by Yu Ming and works an average of 18 hours or more per week at Yu Ming) at any time will be eligible to receive an offer(s) of enrollment for their child(ren) to attend Yu Ming. The offer(s) of enrollment may not otherwise violate the terms of minimum age of enrollment as described in 1.i of this policy. The offer(s) may have the effect of expanding the size of the grade for which the offer(s) of enrollment is(are) made. The offer(s) may neither alter the maintenance of the waitlist (eg. applicants on the

waitlist will still be offered a slot should a slot open through attrition before the start of the academic year) nor the measures of Mandarin proficiency described in section 1.k above. The principal or their designee may, for a future academic year, recommend that the grade expansion affected by this paragraph be removed before determining the number of slots available in a future academic year.

- i. Children of employees of Yu Ming may also apply to Yu Ming through the usual procedure described above in sections 2.a through 2.f. In that case they will receive a preference in the public random drawing as described above in section 2.c.i. If offered a slot at the time of the public random drawing or off the waitlist for their specific grade because of attrition, the grade they are entering will not need to be expanded to accommodate them. If, however, a slot is not available in the grade which they have applied, they will be eligible for the admissions offer which expands the grade size to accommodate children of employees as described in section 2.h above.

### 3. Admissions Offers and Acceptance of Offers

- a. Applicants offered slots for the coming academic year will have acceptance decisions mailed to them within one week of the date of the public random drawing. Families of applicants accepted for enrollment must return the acceptance form to confirm their enrollment in Yu Ming. Confirmation of enrollment includes but is not limited to providing proof of the student's age (see section 1.i above) and proof of residency (see section 1.m above). Failure to provide proof of age (for Kindergarten students) and/or proof of residency (for students who received a preference based on their residency) will result in revocation of the acceptance to Yu Ming. (As per footnote 1 above, homeless youth need not provide proof of residency).
- b. The principal or their designee will set a date by which acceptance decisions must be received back at Yu Ming to confirm the applicant's registration for the coming academic year. Applicants who do not return their acceptance form by this date will have their offer of enrollment withdrawn and if such an applicant changes their mind at a later date, they will be placed at the end of any and all waitlists that exist at that time.
- c. Enrollment offers are valid only for the applied for academic year. There is no option to defer an offer for enrollment. No added preference in the future will be given to an applicant who is offered a slot and declines that slot. However, applicants who remain eligible for a preference as defined above in section 2.c, may still receive such preference if they decline an offer of enrollment and then reapply for a future academic year. Similarly, applicants who were waitlisted and who remain eligible for a preference as defined above in section 2.c, may still receive such preference if they reapply for a future academic year.
- d. If slots open up for the upcoming academic year after the acceptance deadline but before the start of the academic year, because of applicants who received acceptance offers not accepting a slot, the ordered waitlists (as described above in section 2.g) will be used to offer the next applicant(s) acceptance into Yu Ming. These applicants will have 48 hours in which to confirm their intention to enroll at Yu Ming. This procedure will be repeated until

all slots for the upcoming academic year have been filled with applicants who confirm their registration in Yu Ming.

- e. Similarly, if slots become available before the start of the academic year in grades above Kindergarten the waitlist for the specific grade will be used to offer the next applicant(s) acceptance into Yu Ming. If the next student on the waitlist has not yet been assessed for Mandarin (as described above in section 1.k), they will be assessed before being offered a slot, as applicable. Once offered a slot, these applicants will have 48 hours in which to confirm their intent to enroll at Yu Ming.
- f. If slots open during the school year and the principal decides to fill those slots (as described above in section 2.g.iii) the same procedures above for Kindergarten (section 2.d) or other grades (section 2.e) will be used to fill those open slots.

4. Exceptions to usual age requirements and grade placements.

- a. A Parent/Guardian may request an exception to the minimum age guidelines for entering Kindergarten students (as outlined in section 1.i). Such a request would need to be submitted to the Yu Ming Board of Directors on or after the applicant's 5th birthday. Such requests must be evaluated on a case by case basis by the principal or their designee and must be approved by the Board of Directors. Any exceptions would be dependent on availability of an opening in the current Kindergarten class, the student's readiness for Kindergarten and the approval of the Board of Directors of Yu Ming. The Board of Directors must agree that the admittance is in the best interests of the child; and the Parent/Guardian must be given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.
- b. A Parent/Guardian may request that a student, who will be 5 years of age, but not yet 6 years of age, by the applicable cutoff date (as outlined in section 1.i), be promoted to first grade if the student has already completed all or part of a year in a private or public Kindergarten program. Such requests will be evaluated on a case by case basis by the principal or his or her designee and must be approved by the Board of Directors. For such an approval the Board of Directors and Parent/Guardian must agree that the pupil is read for first grade work. If such a request is granted, the Parent/Guardian will sign a waiver indicating that they understand the advantages and disadvantages of grade acceleration for their child.
- c. A Parent/Guardian may request that a student, who will be at least 5 years of age by the applicable cutoff date (as outlined in section 1.i) and who has already completed all or part of a year in a private or public Kindergarten program, be continued in Kindergarten for another academic year. Such requests will be evaluated on a case by case basis by the principal or his or her designee and must be approved by the Board of Directors. If such a request is granted, the Parent/Guardian will sign a Kindergarten Continuation Form indicating that they understand that their child will be repeating Kindergarten.
- d. With the exception of the conditions outlined in sections 4.a, 4.b and 4.c above, all applicants must apply for admission to the grade sequential to the highest grade that they have completed. If the parent/guardian desires the child to enter a grade other than the

grade sequential to the highest grade that the applicant has completed, the parent must make this request in writing at the time in which the application for admission is submitted. The principal or their designee will evaluate such requests on a case by case basis and consider whether the grade placement is appropriate. The principal or their designee, after considering the request and any relevant information (eg. evaluation or recommendation from current school, IEP, etc), will make the final determination as to which grade the child can be considered for in the public random drawing.

5. Addendum to address any issues which arise at the Public Random Drawing that are not addressed elsewhere in this policy.
  - a. The Yu Ming Board of Directors authorizes the principal and the chair of the enrollment committee or their designees to take whatever reasonable steps are necessary to address issues raised on the evening of the public random drawing that are not addressed specifically by this policy.



# CHARTER RENEWAL PETITION

## APPENDIX VII: REPORTING AND ACCOUNTABILITY

**Yu Ming Charter School**  
**Multiyear Historical Financials**  
**SUMMARY**

	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
	Current Forecast	Current Forecast	Current Forecast	Current Forecast
<b>Revenue</b>				
General Block Grant	514,503	794,705	1,236,198	1,633,969
Federal Revenue	299,113	75,887	19,431	27,057
Other State Revenues	95,566	258,738	317,582	320,597
Local Revenues	54,933	107,925	399,681	405,083
Fundraising and Grants	149,053	359,910	288,225	344,945
<b>Total Revenue</b>	<b>1,113,168</b>	<b>1,597,164</b>	<b>2,261,117</b>	<b>2,731,651</b>
<b>Expenses</b>				
Compensation and Benefits	521,249	682,399	1,053,068	1,620,499
Books and Supplies	119,709	111,721	157,997	195,259
Services and Other Operating Expenditures	292,776	613,840	701,275	1,036,885
Capital Outlay	-	-	-	25,220
<b>Total Expenses</b>	<b>933,734</b>	<b>1,407,960</b>	<b>1,912,340</b>	<b>2,877,862</b>
<b>Operating Income (excluding Depreciation)</b>	<b>179,434</b>	<b>189,204</b>	<b>348,777</b>	<b>(146,212)</b>
<b>Operating Income (including Depreciation)</b>	<b>179,434</b>	<b>189,204</b>	<b>348,777</b>	<b>(132,455)</b>
<b>Fund Balance</b>				
Beginning Balance (Unaudited)	179,434	179,435	368,638	717,416
Audit Adjustment	0	-	-	-
Beginning Balance (Audited)	179,435	179,435	368,638	717,416
Operating Income (including Depreciation)	179,435	189,204	348,777	(132,455)
<b>Ending Fund Balance (including Depreciation)</b>	<b>179,435</b>	<b>368,638</b>	<b>717,416</b>	<b>584,960</b>
<b>Ending Fund Balance as a % of Expenses</b>	<b>19%</b>	<b>26%</b>	<b>38%</b>	<b>20%</b>
<b>ADA</b>				
K-3	2	156	206.8	204.0
4-6	8.0	0.0	0.0	44.6
7-8		0.0	0.0	0.0
9-12		0.0	0.0	0.0
<b>Total ADA</b>		<b>155.5</b>	<b>206.8</b>	<b>248.7</b>

## DETAILED HISTORICAL FINANCIALS

### General Purpose Entitlement

8011	Charter Schools General Purpose Entitlement - State A	514,503	169,958	1,009,232	1,295,293
8012	Education Protection Account Entitlement			222,251	338,737
8019	State Aid - Prior Years	-	624,645	1	(61)
8096	Charter Schools in Lieu of Prop. Taxes (was 8780)	-	102	4,714	-

514,503	794,705	1,236,198	1,633,969
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### 8100 Federal Revenue

8181	Special Education - Entitlement	-	-	19,431	27,057
8298	Implementation Grant	299,113	75,887	-	-

### SUBTOTAL - Federal Income

299,113	75,887	19,431	27,057
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### 8300 Other State Revenues

8319	Other State Apportionments - Prior Years	-	23,392	4,222	4,150
8381	Special Education - Entitlement (State)	19,841	63,302	99,112	119,784
8382	Special Education Reimbursement (State)	-	-	-	15,987
8545	School Facilities Apportionments	-	55,639	97,995	123,634
8550	Mandated Cost Reimbursements	-	1,419	2,177	16,728
8560	State Lottery Revenue	14,190	22,552	31,853	40,314
8590	All Other State Revenue (Common Core)	-	-	31,953	-
8592	Categorical Block Grant	40,322	64,005	-	-
0	Educationally Disadvantaged Block Grant	8,340	8,676	-	-
8593	New School Categorical	12,873	19,752	-	-
8594	Prop 39 CA Clean Energy Jobs Act	-	-	50,269	-

### SUBTOTAL - Other State Income

95,566	258,738	317,582	320,597
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### 8600 Other Local Revenue

8634	Food Service Sales	27,468	42,519	61,107	69,842
8636	Uniforms	-	324	412	336
8660	Interest	8	-	26	-
8676	After School Program Revenue	8,511	52,209	323,711	308,443
8693	Field Trips	8,185	9,614	12,632	20,013
8699	All Other Local Revenue	234	3,259	1,794	295
8701	SPED Set Aside and Admin Fees	-	-	-	6,139
8999	Uncategorized Revenue	10,526	-	0	15

### SUBTOTAL - Local Revenues

54,933	107,925	399,681	405,083
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### 8800 Donations/Fundraising

8801	Donations - Parents	73,118	97,048	61,464	50,210
8802	Donations - Private	18,078	21,450	23,339	35,225
8803	Fundraising	57,857	141,412	203,421	259,510
8804	Fundraising - Fund Development	-	100,000	-	-

### SUBTOTAL - Fundraising and Grants

149,053	359,910	288,225	344,945
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### TOTAL REVENUE

1,113,168	1,597,164	2,261,117	2,731,651
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**EXPENSES****Compensation & Benefits****1000 Certificated Salaries**

1100	Teachers Salaries	260,730	374,450	543,615	813,582
1103	Teacher - Substitute Pay	6,732	-	-	-
1148	Teacher - Special Ed	-	-	-	35,360
1150	Teacher - Dir. Of Health	-	-	-	49,167
1200	Certificated Pupil Support Salaries	4,525	40	-	-
1300	Certificated Supervisor & Administrator Salaries	-	-	-	88,000
1930	Other Cert - Counselor	-	-	23,819	23,000
<b>SUBTOTAL - Certificated Employees</b>		<b>271,987</b>	<b>374,490</b>	<b>567,434</b>	<b>1,009,109</b>

**2000 Classified Salaries**

2100	Classified Instructional Aide Salaries	21,958	58,563	80,576	97,714
2300	Classified Supervisor & Administrator Salaries	137,664	116,200	177,258	208,701
2900	Classified Other Salaries	7,905	4,793	-	-
2905	Other Classified - After School	-	-	21,907	-
2928	Other Classified - Food	-	-	-	1,991
2930	Other Classified - Maintenance/grounds	-	6,463	21,076	33,309
<b>SUBTOTAL - Classified Employees</b>		<b>167,527</b>	<b>186,019</b>	<b>300,817</b>	<b>341,715</b>

**3000 Employee Benefits**

3100	STRS	24,552	33,916	46,719	82,462
3300	OASDI-Medicare-Alternative	15,514	17,574	31,349	42,839
3400	Health & Welfare Benefits	29,305	52,327	73,789	114,275
3500	Unemployment Insurance	4,974	4,328	9,941	12,658
3600	Workers Comp Insurance	5,821	12,684	21,448	16,712
3900	Other Employee Benefits	1,570	1,062	1,569	728
<b>SUBTOTAL - Employee Benefits</b>		<b>81,735</b>	<b>121,890</b>	<b>184,816</b>	<b>269,674</b>

**4000 Books & Supplies**

4100	Approved Textbooks & Core Curricula Materials	30,453	15,117	43,887	38,124
4200	Books & Other Reference Materials	440	4,507	1,205	-
4300	Materials & Supplies	-	-	1,122	-
4315	Custodial Supplies	-	611	2,362	5,284
4320	Educational Software	-	2,080	2,425	5,200
4325	Instructional Materials & Supplies	12,427	8,625	7,297	4,912
4326	Art & Music Supplies	-	1,924	28	102
4330	Office Supplies	4,452	4,181	2,135	5,856
4335	PE Supplies	176	281	1,151	2,303
4345	Non Instructional Student Materials & Supplies	-	674	1,370	-
4346	Teacher Supplies	-	-	7,651	28,513
4350	Uniforms	259	504	487	835
4410	Classroom Furniture, Equipment & Supplies	35,231	23,396	2,525	7,243
4420	Computers (individual items less than \$5k)	3,323	2,462	19,403	10,051
4430	Non Classroom Related Furniture, Equipment & Suppl	919	670	-	4,118
4435	Office first aid supplies	-	711	1,167	1,370
4710	Student Food Services	31,299	44,548	62,012	74,157
4720	Other Food	730	1,430	1,772	7,191
<b>SUBTOTAL - Books and Supplies</b>		<b>119,709</b>	<b>111,721</b>	<b>157,997</b>	<b>195,259</b>

<b>5000</b>	<b>Services &amp; Other Operating Expenses</b>				
5200	Travel & Conferences	3,304	282	2,586	10,050
5223	Facility & Staff Parking	6,770	4,153	-	-
5305	Dues & Membership - Professional	1,300	980	1,105	1,970
5450	Insurance - Other	11,684	11,905	16,953	11,991
5510	Utilities - Gas and Electric	-	3,580	8,029	7,746
5515	Janitorial, Gardening Services & Supplies	10,055	13,013	3,592	5,862
5520	Security	-	7,220	4,959	4,103
5525	Utilities - Waste	-	2,140	4,933	9,001
5530	Utilities - Water	-	1,991	4,130	5,271
5535	Utilities - All Utilities	-	-	-	3,489
5605	Equipment Leases	1,790	3,056	6,306	8,572
5610	Rent	66,000	143,250	121,800	151,845
5615	Repairs and Maintenance - Building	8,185	25,587	8,543	11,452
5617	Repairs and Maintenance - Other Equipment	-	1,024	-	2,816
5625	Storage	2,970	4,590	-	-
5803	Accounting Fees	7,314	8,000	35	5,600
5804	Service 1	-	4,889	-	-
5805	Administrative Fees	50	-	-	6,139
5809	Banking Fees	33	80	302	256
5812	Business Services	50,250	71,586	78,000	63,658
5819	Service 8	-	-	6,950	-
5820	Consultants - Data	1,486	4,255	-	-
5821	Consultants - Translation	6,300	48,580	-	3,980
5824	District Oversight Fees	16,895	25,761	37,086	44,363
5830	Field Trips Expenses	7,102	11,754	14,983	33,857
5833	Fines and Penalties	-	6,000	-	-
5834	Fundraising Expenses - Gala expenses	-	-	7,188	1,039
5836	Fingerprinting	889	651	510	488
5839	Fundraising Expenses	6,490	9,219	2,627	22,657
5843	Interest - Loans Less than 1 Year	3,200	2,424	601	384
5845	Legal Fees	24,420	19,251	28,571	41,049
5851	Marketing and Student Recruiting	2,162	919	1,473	1,653
5853	Community Outreach	-	-	-	2,000
5854	Consultants - Enrichment	8,390	40,783	57,827	34,440
5855	Consultants - After school consultants	-	21,144	90,100	289,358
5856	Consultants - Facilities	-	-	-	16,242
5857	Payroll Fees	2,103	1,701	2,146	2,439
5860	Printing and Reproduction	4,411	9,152	13,796	15,837
5861	Prior Yr Exp (not accrued)	-	3,061	-	200
5863	Professional Development	3,377	14,673	38,762	25,255
5864	Professional Development - Diversity Training	-	-	-	750
5869	Special Education Contract Instructors	3,830	65,929	104,639	151,077
5875	Staff Recruiting	8,512	2,377	5,542	3,734
5878	Student Assessment	104	2,058	7,179	5,085
5881	Student Information System	10,373	5,918	345	6,629
5884	Substitutes	232	3,277	9,285	2,623
5899	Miscellaneous Operating Expenses	6,363	2,151	2,791	8,991
5910	Communications - Internet / Website Fees	1,350	1,770	3,411	6,597
5915	Postage and Delivery	283	409	339	558
5920	Communications - Telephone & Fax	4,799	3,294	3,851	5,779
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>292,776</b>	<b>613,840</b>	<b>701,275</b>	<b>1,036,885</b>

<b>6000</b>	<b>Capital Outlay</b>				
6100	Sites & Improvement of Sites	-	-	-	14,420
6500	Equipment Replacement	-	-	-	10,800
	<b>SUBTOTAL - Capital Outlay</b>	-	-	-	<b>25,220</b>
<b>TOTAL EXPENSES</b>		<b>933,734</b>	<b>1,407,960</b>	<b>1,912,340</b>	<b>2,877,862</b>
<b>6900</b>	<b>Total Depreciation (includes Prior Years)</b>				<b>11,464</b>
<b>TOTAL EXPENSES including Depreciation</b>		<b>933,734</b>	<b>1,407,960</b>	<b>1,912,340</b>	<b>2,864,106</b>

**Yu Ming Charter School**Multiyear Budget Summary  
As of most recent monthly close

	2015/16	2016/17	2016/17	2017/18	2018/19	2019/20	2020/21
	Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>SUMMARY</b>							
<b>Revenue</b>							
General Block Grant	2,178,468	2,597,642		3,034,156	3,402,322	3,389,399	3,380,796
Federal Revenue	27,601	33,770		39,816	46,581	52,587	53,518
Other State Revenues	426,699	385,285		442,014	494,062	504,915	515,689
Local Revenues	365,704	367,522		382,806	398,134	409,919	422,108
Fundraising and Grants	374,400	444,342		519,687	591,255	606,679	623,293
<b>Total Revenue</b>	<b>3,372,872</b>	<b>3,828,561</b>		<b>4,418,478</b>	<b>4,932,353</b>	<b>4,963,499</b>	<b>4,995,403</b>
<b>Expenses</b>							
Compensation and Benefits	2,147,598	2,458,534		2,765,202	3,146,334	3,290,519	3,395,493
Books and Supplies	217,766	227,150		249,481	261,713	214,415	220,785
Services and Other Operating Expenditures	997,449	1,080,090		1,181,543	1,275,330	1,305,331	1,336,741
Capital Outlay	-	10,000		10,300	10,609	-	-
<b>Total Expenses</b>	<b>3,362,814</b>	<b>3,775,775</b>		<b>4,206,526</b>	<b>4,693,986</b>	<b>4,810,265</b>	<b>4,953,020</b>
<b>Operating Income (including Depreciation)</b>	<b>(1,405)</b>	<b>60,786</b>		<b>218,192</b>	<b>242,795</b>	<b>147,052</b>	<b>36,202</b>
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	582,557	581,152		641,937	860,129	1,102,924	1,249,976
Operating Income (including Depreciation)	(1,405)	60,786		218,192	242,795	147,052	36,202
<b>Ending Fund Balance (including Depreciation)</b>	<b>581,152</b>	<b>641,937</b>		<b>860,129</b>	<b>1,102,924</b>	<b>1,249,976</b>	<b>1,286,178</b>
<b>Ending Fund Balance as a % of Expenses</b>	<b>17%</b>	<b>17%</b>		<b>20%</b>	<b>23%</b>	<b>26%</b>	<b>26%</b>

**Yu Ming Charter School**  
Multiyear Budget Summary  
As of most recent monthly close

	2015/16	2016/17	2016/17	2017/18	2018/19	2019/20	2020/21
<b>Detail</b>	<b>Current Forecast</b>	<b>Preliminary Budget</b>	<b>Notes</b>	<b>Preliminary Budget</b>	<b>Preliminary Budget</b>	<b>Preliminary Budget</b>	<b>Preliminary Budget</b>
<b>Enrollment Summary</b>	-	-		-	-	-	-
K-3	210	211		-	214	217	220
4-6	102	149		-	147	143	141
7-8	-	-		-	47	91	88
9-12	-	-		-	-	-	-
<b>Total Enrolled</b>	<b>312</b>	<b>360</b>		-	<b>408</b>	<b>451</b>	<b>449</b>
<b>ADA %</b>							
K-3	96%	96%		-	96%	96%	96%
4-6	96%	96%		-	96%	96%	96%
7-8	96%	96%		-	96%	96%	96%
9-12	96%	96%		-	96%	96%	96%
<b>Average</b>	<b>96%</b>	<b>96%</b>		-	<b>96%</b>	<b>96%</b>	<b>96%</b>
<b>ADA</b>							
K-3	201.6	202.6		-	205.4	208.3	211.2
4-6	97.9	142.6		-	141.3	137.1	135.3
7-8	0.0	0.0		-	45.1	87.5	84.7
9-12	0.0	0.0		-	0.0	0.0	0.0
<b>Total ADA</b>	<b>299.5</b>	<b>345.1</b>		-	<b>391.9</b>	<b>432.9</b>	<b>431.2</b>
<b>Demographic Information</b>							
<b>Current Year</b>	-	-		-	-	-	-
# Unduplicated Count (CALPADS)	66	76		-	86	95	95
New Students	57	48		-	49	43	-
FTE's	32	36		-	40	44	44
Teachers	18	20		-	23	26	26
# of school days	180	180		-	180	180	180
School Status	Existing School - Expanding	Existing School - Expanding		Existing School - Expanding	Existing School - Expanding	Existing School	Existing School
Inflation Rate	3%	3%		-	3%	3%	3%

**Yu Ming Charter School**

Multiyear Budget Summary  
As of most recent monthly close

		2015/16	2016/17	2016/17	2017/18	2018/19	2019/20	2020/21
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>REVENUE</b>								
<b>LCFF Entitlement</b>								
8011	Charter Schools LCFF - State Aid	1,842,393	2,210,402	Backfills State Aid - \$7527 per ADA	2,594,446	2,916,628	2,905,550	2,898,175
8012	Education Protection Account Entitlement	336,075	387,240	Greater of: \$200 per ADA or 21.9621% of State Aid	439,710	485,694	483,849	482,621
<b>SUBTOTAL - LCFF Entitlement</b>		2,178,468	2,597,642		-	3,402,322	3,389,399	3,380,796
<b>8100 Federal Revenue</b>								
8181	Special Education - Entitlement	27,601	33,770	\$129 per ADA, after Admin and Set-aside fees	39,816	46,581	52,587	53,518
<b>SUBTOTAL - Federal Income</b>		27,601	33,770		-	46,581	52,587	53,518
<b>8300 Other State Revenues</b>								
8381	Special Education - Entitlement (State)	134,032	156,850	\$520 per ADA, after accounting for Admin and Set-aside fees	182,556	207,322	211,811	216,536
8545	School Facilities Apportionments	95,481	161,775	\$750 per ADA or 0.75 of rent, lesser of the two	183,695	202,906	208,993	215,263
8550	Mandated Cost Reimbursements	-	4,193	\$14 per PY ADA	4,832	5,486	6,060	6,037
8560	State Lottery Revenue	54,213	62,467	\$181 per ADA per SSC	70,931	78,349	78,051	77,853
8590	All Other State Revenue	142,974	-		-	-	-	-
<b>SUBTOTAL - Other State Income</b>		426,699	385,285		-	494,062	504,915	515,689
<b>8600 Other Local Revenue</b>								
8634	Food Service Sales	83,606	86,115		-	91,359	94,100	96,923
8636	Uniforms	258	265		-	281	290	299
8676	After School Program Revenue	256,000	250,496	Assumes 95% fee collection	258,011	265,751	273,724	281,935
8693	Field Trips	25,709	30,511	\$85 per Students Total	35,685	40,599	41,659	42,799
8699	All Other Local Revenue	131	135		-	143	147	152
<b>SUBTOTAL - Local Revenues</b>		365,704	367,522		-	398,134	409,919	422,108
<b>8800 Donations/Fundraising</b>								
8801	Donations - Parents	109,200	129,600	\$361 per Students Total	151,575	172,449	176,948	181,794
8802	Donations - Private	62,400	74,057	\$206 per Students Total	86,614	98,542	101,113	103,882
8803	Fundraising	202,800	240,685	\$670 per Students Total	281,497	320,263	328,618	337,617
<b>SUBTOTAL - Fundraising and Grants</b>		374,400	444,342		-	591,255	606,679	623,293
<b>TOTAL REVENUE</b>		<b>3,372,872</b>	<b>3,828,561</b>		<b>4,418,478</b>	<b>4,932,353</b>	<b>4,963,499</b>	<b>4,995,403</b>

**Yu Ming Charter School**  
Multiyear Budget Summary  
As of most recent monthly close

		2015/16	2016/17	2016/17	2017/18	2018/19	2019/20	2020/21
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>EXPENSES</b>								
<b>Compensation &amp; Benefits</b>								
<b>1000</b>	<b>Certificated Salaries</b>							
1100	Teachers Salaries	978,348	1,163,486	20.45 FTE	1,344,264	1,579,917	1,627,314	1,676,134
1101	Teacher - Stipends	25,000	25,750		-	26,523	27,318	28,138
1148	Teacher - Special Ed	168,500	173,555	3 FTE	178,762	184,124	189,648	195,338
1150	Teacher - Custom 1	45,000	46,350	1 FTE	47,741	49,173	50,648	52,167
1300	Certificated Supervisor & Administrator Salaries	89,760	92,453	1 FTE	95,226	98,083	101,026	104,057
<b>SUBTOTAL - Certificated Employees</b>		<b>1,306,608</b>	<b>1,501,593</b>		<b>1,692,515</b>	<b>1,938,615</b>	<b>1,996,774</b>	<b>2,056,677</b>
<b>2000</b>	<b>Classified Salaries</b>							
2100	Classified Instructional Aide Salaries	64,100	96,923	4 FTE	131,658	168,389	173,441	178,644
2101	Classified - Electives	91,570	94,317	1.6 FTE	97,147	100,061	103,063	106,155
2300	Classified Supervisor & Administrator Salaries	210,366	216,677	3.15 FTE	223,177	229,873	236,769	243,872
2928	Other Classified - Food	25,920	26,698	0 FTE	27,499	28,323	29,173	30,048
2930	Other Classified - Maintenance/grounds	65,150	67,104	2 FTE	69,117	71,191	73,327	75,526
<b>SUBTOTAL - Classified Employees</b>		<b>457,106</b>	<b>501,719</b>		<b>548,597</b>	<b>597,837</b>	<b>615,772</b>	<b>634,245</b>
<b>3000</b>	<b>Employee Benefits</b>							
3100	STRS	137,517	166,063		-	196,199	227,993	261,518
3200	PERS	-	-		-	-	-	-
3300	OASDI-Medicare-Alternative	55,730	71,704		-	87,468	107,561	110,777
3400	Health & Welfare Benefits	152,076	173,367		-	197,638	225,307	256,850
3500	Unemployment Insurance	15,634	18,045		-	13,650	16,046	14,865
3600	Workers Comp Insurance	22,928	26,043		-	29,134	32,974	33,963
<b>SUBTOTAL - Employee Benefits</b>		<b>383,885</b>	<b>455,222</b>	-	<b>524,090</b>	<b>609,881</b>	<b>677,973</b>	<b>704,571</b>

**Yu Ming Charter School**  
Multiyear Budget Summary  
As of most recent monthly close

		2015/16	2016/17	2016/17	2017/18	2018/19	2019/20	2020/21
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>4000</b>	<b>Books &amp; Supplies</b>							
4100	Approved Textbooks & Core Curricula Materials	55,923	48,001	\$1011 per New Student	50,702	45,766	-	-
4315	Custodial Supplies	6,180	6,365	\$530 per Monthly Rate	6,556	6,753	6,956	7,164
4320	Educational Software	6,695	6,896		7,103	7,316	7,535	7,761
4325	Instructional Materials & Supplies	5,100	6,053	\$17 per Student	7,079	8,054	8,264	8,490
4326	Art & Music Supplies	8,000	8,240		8,487	8,742	9,004	9,274
4330	Office Supplies	9,582	11,402	\$558 per Teacher	13,180	15,498	15,963	16,442
4335	PE Supplies	2,575	2,652		2,732	2,814	2,898	2,985
4346	Teacher Supplies	8,000	9,494	\$26 per Student	11,104	12,634	12,963	13,318
4350	Uniforms	1,655	1,964	\$5 per Student	2,297	2,614	2,682	2,755
4410	Classroom Furniture, Equipment & Supplies	9,394	8,063	\$170 per New Student	8,517	7,688	-	-
4420	Computers (individual items less than \$5k)	10,300	10,609		10,927	11,255	11,593	11,941
4430	Non Classroom Related Furniture, Equipment & Supp	3,090	3,183		3,278	3,377	3,478	3,582
4435	Non Classroom Noncapitalized items 2	1,360	1,400	\$117 per Monthly Rate	1,442	1,486	1,530	1,576
4710	Student Food Services	83,606	96,331	Assumes that 15.22% of total Food Service Cost is increased based on enrollment increase	109,384	120,826	124,451	128,184
4720	Other Food	6,307	6,496		6,691	6,892	7,099	7,312
<b>SUBTOTAL - Books and Supplies</b>		<b>217,766</b>	<b>227,150</b>		<b>249,481</b>	<b>261,713</b>	<b>214,415</b>	<b>220,785</b>

**Yu Ming Charter School**  
Multiyear Budget Summary  
As of most recent monthly close

		2015/16	2016/17	2016/17	2017/18	2018/19	2019/20	2020/21
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>5000</b>	<b>Services &amp; Other Operating Expenses</b>							
5100	Subagreements for Services	-	-		-	-	-	-
5200	Travel & Conferences	13,008	15,480	\$757 per Teacher	17,893	21,040	21,671	22,321
5300	Dues & Memberships	3,214	3,814	\$11 per Student	4,461	5,075	5,207	5,350
5450	Insurance - Other	24,625	29,226	\$81 per Student	34,181	38,888	39,903	40,996
5510	Utilities - Gas and Electric	7,880	8,117	\$676 per Monthly Rate	8,360	8,611	8,869	9,136
5515	Janitorial, Gardening Services & Supplies	6,180	6,365	\$530 per Monthly Rate	6,556	6,753	6,956	7,164
5520	Security	5,305	5,464		5,628	5,796	5,970	6,149
5525	Utilities - Waste	11,124	11,458	\$955 per Monthly Rate	11,801	12,155	12,520	12,896
5530	Utilities - Water	4,652	4,792		4,935	5,083	5,236	5,393
5535	Utilities - All Utilities	11,742	12,094	\$1008 per Monthly Rate	12,457	12,831	13,216	13,612
5605	Equipment Leases	8,755	9,018		9,288	9,567	9,854	10,149
5610	Rent	164,808	215,700	\$17975 per Monthly Rate; 100 sqft per student and \$4.5/sqft	244,927	270,541	278,657	287,017
5615	Repairs and Maintenance - Building	8,000	8,240		8,487	8,742	9,004	9,274
5617	Repairs and Maintenance - Other Equipment	2,575	2,652		2,732	2,814	2,898	2,985
5803	Accounting Fees	8,487	8,742		9,004	9,274	9,552	9,839
5809	Banking Fees	530	546		563	580	597	615
5812	Business Services	86,490	98,913	3.5% of eligible revenues	115,276	129,117	128,888	128,798
5820	Consultants - Non Instructional - Custom 1	2,060	2,122		2,185	2,251	2,319	2,388
5821	Consultants - Non Instructional - Custom 2	10,000	10,300		10,609	10,927	11,255	11,593
5824	District Oversight Fees	65,354	77,929	3.0% of LCFF General Purpose Grant	91,025	102,070	101,682	101,424
5826	Directors Contingency	5,000	5,150		5,305	5,464	5,628	5,796
5830	Field Trips Expenses	66,136	38,139	\$106 per Student	44,606	50,749	52,073	53,499
5834	Service 11	7,426	7,649		7,879	8,115	8,358	8,609
5836	Fingerprinting	2,122	2,518	\$7 per Student	2,945	3,351	3,438	3,532
5839	Fundraising Expenses	23,103	23,796		24,510	25,245	26,003	26,783
5845	Legal Fees	36,050	37,132		38,245	39,393	40,575	41,792
5851	Marketing and Student Recruiting	4,120	4,244		4,371	4,502	4,637	4,776
5853	Service 14	2,060	2,122		2,185	2,251	2,319	2,388
5854	Consultants - Other 1	23,000	27,297	\$76 per Student	31,925	36,322	37,269	38,290
5855	Consultants - Other 2	256,000	263,680		271,590	279,738	288,130	296,774
5857	Payroll Fees	4,456	4,589	\$382 per Monthly Rate	4,727	4,869	5,015	5,165
5860	Printing and Reproduction	16,638	19,746	\$55 per Student	23,094	26,274	26,960	27,698
5863	Professional Development	5,575	6,634	\$324 per Teacher	7,669	9,017	9,288	9,566
5864	Professional Development - Other	10,000	10,300		10,609	10,927	11,255	11,593
5869	Special Education Contract Instructors	48,000	49,440		50,923	52,451	54,024	55,645
5875	Staff Recruiting	4,244	4,371		4,502	4,637	4,776	4,919
5878	Student Assessment	11,585	13,749	\$38 per Student	16,081	18,295	18,772	19,287
5881	Student Information System	6,278	6,466		6,660	6,860	7,066	7,278
5884	Substitutes	2,735	3,254	\$159 per Teacher	3,762	4,423	4,556	4,693
5887	Technology Services	2,060	2,122		2,185	2,251	2,319	2,388
5899	Miscellaneous Operating Expenses	2,652	2,732		2,814	2,898	2,985	3,075
5910	Communications - Internet / Website Fees	6,180	6,365	\$530 per Monthly Rate	6,556	6,753	6,956	7,164
5915	Postage and Delivery	1,061	1,259	\$4 per Student	1,473	1,675	1,719	1,766
5920	Communications - Telephone & Fax	6,180	6,365	\$530 per Monthly Rate	6,556	6,753	6,956	7,164
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>997,449</b>	<b>1,080,090</b>		<b>1,181,543</b>	<b>1,275,330</b>	<b>1,305,331</b>	<b>1,336,741</b>

**Yu Ming Charter School**

Multiyear Budget Summary  
As of most recent monthly close

		2015/16	2016/17	2016/17	2017/18	2018/19	2019/20	2020/21
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>6000</b>	<b>Capital Outlay</b>							
6100	Sites & Improvement of Sites	-	-		-	-	-	-
6200	Buildings & Improvement of Buildings	-	10,000	Assumes to depreciate over 5 years	10,300	10,609	-	-
<b>SUBTOTAL - Capital Outlay</b>		-	<b>10,000</b>		<b>10,300</b>	<b>10,609</b>	-	-
<b>TOTAL EXPENSES</b>		<b>3,362,814</b>	<b>3,775,775</b>		<b>4,206,526</b>	<b>4,693,986</b>	<b>4,810,265</b>	<b>4,953,020</b>
<b>6900</b>	<b>Total Depreciation (includes Prior Years)</b>	<b>11,464</b>	<b>2,000</b>		<b>4,060</b>	<b>6,182</b>	<b>6,182</b>	<b>6,182</b>
<b>TOTAL EXPENSES including Depreciation</b>		<b>3,374,277</b>	<b>3,767,775</b>		<b>4,200,286</b>	<b>4,689,558</b>	<b>4,816,447</b>	<b>4,959,202</b>

**Yu Ming Charter School**  
Monthly Cash Forecast  
As of most recent monthly close

2015/16														
Actual & Projected														
	Jul Actual	Aug Actual	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	Forecast	AP/AR
<b>Beginning Cash</b>	<b>458,678</b>	<b>588,338</b>	<b>425,959</b>	<b>156,513</b>	<b>265,716</b>	<b>158,242</b>	<b>115,821</b>	<b>148,784</b>	<b>40,531</b>	<b>106,069</b>	<b>161,090</b>	<b>123,353</b>		
<b>Revenue</b>														
General Block Grant	-	74,896	74,896	352,272	134,813	134,813	281,504	134,813	162,737	255,496	162,737	162,737	2,178,468	246,755
Federal Income	-	-	-	-	-	-	-	-	13,800	4,600	4,600	4,600	27,601	-
Other State Income	-	65	23,782	23,846	23,846	23,846	23,846	23,848	90,859	46,183	46,185	46,183	426,699	54,211
Local Revenues	91,496	71,098	(25,043)	1,875	1,875	72,302	1,875	1,875	72,302	1,875	1,875	72,302	365,704	-
Fundraising and Grants	5,345	268	31,827	37,440	37,440	37,440	37,440	37,440	37,440	37,440	37,440	37,440	374,400	-
<b>Total Revenue</b>	<b>96,841</b>	<b>146,327</b>	<b>105,461</b>	<b>415,432</b>	<b>197,973</b>	<b>268,401</b>	<b>344,665</b>	<b>197,976</b>	<b>377,138</b>	<b>345,594</b>	<b>252,836</b>	<b>323,262</b>	<b>3,372,872</b>	<b>300,966</b>
<b>Expenses</b>														
Compensation & Benefits	50,240	169,561	222,927	191,381	190,599	190,599	196,853	191,381	191,381	188,450	188,450	175,777	2,147,598	-
Books & Supplies	6,390	9,449	94,000	11,992	11,992	11,992	11,992	11,992	11,992	11,992	11,992	11,992	217,766	-
Services & Other Operating Expenses	34,237	64,082	57,979	92,440	92,440	97,813	92,440	92,440	97,813	90,131	90,131	95,505	997,449	-
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>90,866</b>	<b>243,091</b>	<b>374,907</b>	<b>295,812</b>	<b>295,031</b>	<b>300,405</b>	<b>301,284</b>	<b>295,812</b>	<b>301,186</b>	<b>290,573</b>	<b>290,573</b>	<b>283,273</b>	<b>3,362,814</b>	<b>-</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>5,975</b>	<b>(96,764)</b>	<b>(269,445)</b>	<b>119,620</b>	<b>(97,057)</b>	<b>(32,004)</b>	<b>43,381</b>	<b>(97,837)</b>	<b>75,952</b>	<b>55,021</b>	<b>(37,737)</b>	<b>39,988</b>	<b>10,058</b>	<b>300,966</b>
Revenues - Prior Year Accruals	225,065	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(30)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(112,080)	(65,615)	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,413)	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	10,729	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>588,338</b>	<b>425,959</b>	<b>156,513</b>	<b>265,716</b>	<b>158,242</b>	<b>115,821</b>	<b>148,784</b>	<b>40,531</b>	<b>106,069</b>	<b>161,090</b>	<b>123,353</b>	<b>163,342</b>		

**Yu Ming Charter School**  
Monthly Cash Forecast  
As of most recent monthly close

2016/17 Projected														
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	Forecast	AP/AR
Beginning Cash	163,342	211,049	181,956	74,307	192,441	129,244	103,137	150,602	113,897	131,800	199,650	158,662		
Revenue														
General Block Grant	-	92,120	92,120	375,155	165,815	165,815	310,801	165,815	202,160	324,552	202,160	202,160	2,597,642	298,970
Federal Income	1,656	3,312	2,208	2,208	2,208	2,208	2,208	9,200	4,280	1,427	1,427	1,427	33,770	-
Other State Income	8,042	16,084	27,319	27,319	27,319	27,319	27,319	74,827	33,814	22,336	35,889	22,336	385,285	35,360
Local Revenues	22,975	23,081	93,333	1,931	1,931	72,183	1,931	1,931	72,183	1,931	1,931	72,183	367,522	-
Fundraising and Grants	-	-	44,434	44,434	44,434	44,434	44,434	44,434	44,434	44,434	44,434	44,434	444,342	-
Total Revenue	32,673	134,597	259,414	451,047	241,708	311,960	386,693	296,208	356,871	394,680	285,841	342,539	3,828,561	334,330
Expenses														
Compensation & Benefits	60,410	219,334	224,748	219,334	218,432	218,432	225,650	219,334	219,334	215,991	215,991	201,543	2,458,534	-
Books & Supplies	35,941	35,941	35,941	13,259	13,259	13,259	13,259	13,259	13,259	13,259	13,259	13,259	227,150	-
Services & Other Operating Expenses	37,728	33,162	105,375	99,320	99,320	105,375	99,320	99,320	105,375	96,580	96,580	102,635	1,080,090	-
Capital Outlay	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000	-
Total Expenses	134,079	288,437	367,064	332,913	332,011	338,066	339,229	332,913	338,968	326,829	326,829	318,437	3,775,775	-
Operating Cash Inflow (Outflow)	(101,406)	(153,840)	(107,650)	118,134	(90,303)	(26,106)	47,465	(36,705)	17,903	67,851	(40,989)	24,102	52,786	334,330
Revenues - Prior Year Accruals	149,113	124,747	-	-	27,105	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	211,049	181,956	74,307	192,441	129,244	103,137	150,602	113,897	131,800	199,650	158,662	182,764		

**Yu Ming Charter School**  
Monthly Cash Forecast  
As of most recent monthly close

2017/18 Projected														
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	Forecast	AP/AR
Beginning Cash	182,764	248,279	221,071	108,846	250,160	184,114	167,087	237,425	216,924	246,585	336,237	305,342		
Revenue														
General Block Grant	-	110,520	110,520	424,659	198,936	198,936	358,460	198,936	237,420	373,582	237,420	237,420	3,034,156	347,347
Federal Income	2,026	4,052	2,702	2,702	2,702	2,702	2,702	11,257	4,486	1,495	1,495	1,495	39,816	-
Other State Income	9,411	18,822	31,401	31,401	31,401	31,401	31,401	86,753	38,502	25,403	41,019	25,403	442,014	39,698
Local Revenues	23,664	23,774	97,198	1,989	1,989	75,413	1,989	1,989	75,413	1,989	1,989	75,413	382,806	-
Fundraising and Grants	-	-	51,969	51,969	51,969	51,969	51,969	51,969	51,969	51,969	51,969	51,969	519,687	-
Total Revenue	35,102	157,168	293,789	512,718	286,996	360,420	446,520	350,903	407,790	454,438	333,892	391,699	4,418,478	387,045
Expenses														
Compensation & Benefits	65,721	247,153	251,248	247,153	246,471	246,471	251,931	247,153	247,153	243,739	243,739	227,269	2,765,202	-
Books & Supplies	38,632	38,632	38,632	14,843	14,843	14,843	14,843	14,843	14,843	14,843	14,843	14,843	249,481	-
Services & Other Operating Expenses	42,907	37,566	115,103	108,379	108,379	115,103	108,379	108,379	115,103	105,174	105,174	111,898	1,181,543	-
Capital Outlay	-	-	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	10,300	-
Total Expenses	147,260	323,352	406,013	371,404	370,722	377,446	376,182	371,404	378,129	364,786	364,786	355,041	4,206,526	-
Operating Cash Inflow (Outflow)	(112,159)	(166,184)	(112,225)	141,314	(83,726)	(17,026)	70,338	(20,502)	29,661	89,652	(30,894)	36,658	211,952	387,045
Revenues - Prior Year Accruals	177,674	138,976	-	-	17,680	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	248,279	221,071	108,846	250,160	184,114	167,087	237,425	216,924	246,585	336,237	305,342	342,001		

**Yu Ming Charter School**  
Monthly Cash Forecast  
As of most recent monthly close

2018/19 Projected														
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	Forecast	AP/AR
<b>Beginning Cash</b>	<b>342,001</b>	<b>426,108</b>	<b>407,575</b>	<b>285,685</b>	<b>444,455</b>	<b>383,081</b>	<b>370,866</b>	<b>456,818</b>	<b>448,859</b>	<b>468,983</b>	<b>555,119</b>	<b>514,572</b>		
<b>Revenue</b>														
General Block Grant	-	129,722	129,722	474,297	233,500	233,500	407,094	233,500	259,030	403,445	259,030	259,030	3,402,322	380,453
Federal Income	2,389	4,778	3,185	3,185	3,185	3,185	3,185	13,272	5,108	1,703	1,703	1,703	46,581	-
Other State Income	10,953	21,907	35,444	35,444	35,444	35,444	35,444	99,424	41,133	27,604	45,336	27,604	494,062	42,883
Local Revenues	24,374	24,487	101,075	2,048	2,048	78,636	2,048	2,048	78,636	2,048	2,048	78,636	398,134	-
Fundraising and Grants	-	-	59,125	59,125	59,125	59,125	59,125	59,125	59,125	59,125	59,125	59,125	591,255	-
<b>Total Revenue</b>	<b>37,717</b>	<b>180,894</b>	<b>328,551</b>	<b>574,099</b>	<b>333,303</b>	<b>409,891</b>	<b>506,896</b>	<b>407,370</b>	<b>443,032</b>	<b>493,925</b>	<b>367,242</b>	<b>426,097</b>	<b>4,932,353</b>	<b>423,336</b>
<b>Expenses</b>														
Compensation & Benefits	72,139	281,439	286,253	281,439	280,636	280,636	287,055	281,439	281,439	277,545	277,545	258,769	3,146,334	-
Books & Supplies	38,850	38,850	38,850	16,129	16,129	16,129	16,129	16,129	16,129	16,129	16,129	16,129	261,713	-
Services & Other Operating Expenses	47,515	41,439	124,278	116,700	116,700	124,278	116,700	116,700	124,278	113,054	113,054	120,633	1,275,330	-
Capital Outlay	-	-	1,061	1,061	1,061	1,061	1,061	1,061	1,061	1,061	1,061	1,061	10,609	-
<b>Total Expenses</b>	<b>158,504</b>	<b>361,728</b>	<b>450,442</b>	<b>415,329</b>	<b>414,526</b>	<b>422,105</b>	<b>420,945</b>	<b>415,329</b>	<b>422,907</b>	<b>407,789</b>	<b>407,789</b>	<b>396,592</b>	<b>4,693,986</b>	<b>-</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(120,788)</b>	<b>(180,834)</b>	<b>(121,890)</b>	<b>158,771</b>	<b>(81,224)</b>	<b>(12,214)</b>	<b>85,952</b>	<b>(7,959)</b>	<b>20,125</b>	<b>86,136</b>	<b>(40,547)</b>	<b>29,505</b>	<b>238,368</b>	<b>423,336</b>
Revenues - Prior Year Accruals	204,895	162,300	-	-	19,849	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Ending Cash</b>	<b>426,108</b>	<b>407,575</b>	<b>285,685</b>	<b>444,455</b>	<b>383,081</b>	<b>370,866</b>	<b>456,818</b>	<b>448,859</b>	<b>468,983</b>	<b>555,119</b>	<b>514,572</b>	<b>544,077</b>		

**Yu Ming Charter School**  
Monthly Cash Forecast  
As of most recent monthly close

		2019/20 Projected													
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Forecast	AP/AR
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected		
Beginning Cash		544,077	657,217	673,659	574,721	634,120	594,280	604,039	658,235	680,120	682,858	731,431	679,550		
Revenue															
	General Block Grant	-	145,831	145,831	383,920	262,496	262,496	383,920	262,496	260,281	380,321	260,281	260,281	3,389,399	381,243
	Federal Income	2,795	5,590	3,726	3,726	3,726	3,726	3,726	15,527	5,022	1,674	1,674	1,674	52,587	-
	Other State Income	12,439	24,879	38,091	38,091	38,091	38,091	38,091	110,200	32,734	25,248	44,835	25,248	504,915	38,877
	Local Revenues	25,106	25,221	104,067	2,110	2,110	80,955	2,110	2,110	80,955	2,110	2,110	80,955	409,919	-
	Fundraising and Grants	-	-	60,668	60,668	60,668	60,668	60,668	60,668	60,668	60,668	60,668	60,668	606,679	-
	Total Revenue	40,340	201,521	352,384	488,515	367,092	445,937	488,515	451,001	439,660	470,021	369,568	428,826	4,963,499	420,120
Expenses															
	Compensation & Benefits	78,351	294,289	298,748	294,289	293,546	293,546	299,492	294,289	294,289	290,362	290,362	268,958	3,290,519	-
	Books & Supplies	25,324	25,324	25,324	15,383	15,383	15,383	15,383	15,383	15,383	15,383	15,383	15,383	214,415	-
	Services & Other Operating Expenses	48,560	42,326	127,250	119,444	119,444	127,250	119,444	119,444	127,250	115,703	115,703	123,509	1,305,331	-
	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Expenses	152,235	361,938	451,322	429,116	428,373	436,179	434,319	429,116	436,922	421,448	421,448	407,850	4,810,265	-
Operating Cash Inflow (Outflow)		(111,895)	(160,417)	(98,938)	59,399	(61,281)	9,759	54,197	21,885	2,738	48,573	(51,880)	20,977	153,234	420,120
	Revenues - Prior Year Accruals	225,035	176,859	-	-	21,442	-	-	-	-	-	-	-	-	
	Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash		657,217	673,659	574,721	634,120	594,280	604,039	658,235	680,120	682,858	731,431	679,550	700,527		

**Yu Ming Charter School**  
Monthly Cash Forecast  
As of most recent monthly close

		2020/21 Projected													
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Forecast	AP/AR
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected		
Beginning Cash		700,527	581,394	607,330	525,622	594,387	561,628	582,574	651,339	685,635	698,240	755,342	711,915		
Revenue															
	General Block Grant	-	145,278	145,278	382,462	261,500	261,500	382,462	261,500	260,024	380,066	260,024	260,024	3,380,796	380,680
	Federal Income	3,155	6,310	4,207	4,207	4,207	4,207	4,207	17,529	2,744	915	915	915	53,518	-
	Other State Income	12,709	25,417	39,075	39,075	39,075	39,075	39,075	112,246	33,671	25,977	45,490	25,977	515,689	38,827
	Local Revenues	25,859	25,978	107,162	2,173	2,173	83,357	2,173	2,173	83,357	2,173	2,173	83,357	422,108	-
	Fundraising and Grants	-	-	62,329	62,329	62,329	62,329	62,329	62,329	62,329	62,329	62,329	62,329	623,293	-
	Total Revenue	41,723	202,983	358,050	490,246	369,284	450,467	490,246	455,777	442,126	471,460	370,931	432,602	4,995,403	419,507
Expenses															
	Compensation & Benefits	310,192	283,322	283,322	283,322	283,322	283,322	283,322	283,322	283,322	280,043	280,043	258,638	3,395,493	-
	Books & Supplies	26,077	26,077	26,077	15,839	15,839	15,839	15,839	15,839	15,839	15,839	15,839	15,839	220,785	-
	Services & Other Operating Expenses	49,661	43,256	130,360	122,319	122,319	130,360	122,319	122,319	130,360	118,476	118,476	126,516	1,336,741	-
	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Expenses	385,930	352,655	439,759	421,481	421,481	429,521	421,481	421,481	429,521	414,358	414,358	400,994	4,953,020	-
Operating Cash Inflow (Outflow)		(344,208)	(149,671)	(81,708)	68,765	(52,197)	20,946	68,765	34,296	12,605	57,102	(43,427)	31,608	42,384	419,507
	Revenues - Prior Year Accruals	225,075	175,607	-	-	19,438	-	-	-	-	-	-	-	-	
	Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash		581,394	607,330	525,622	594,387	561,628	582,574	651,339	685,635	698,240	755,342	711,915	743,524		

# Yu Ming Charter School

Multiyear Budget Summary - Scenario #3

As of most recent monthly close

	2015/16	2016/17	2016/17	2017/18	2018/19	2019/20	2020/21
	Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>SUMMARY</b>							
<b>Revenue</b>							
General Block Grant	2,178,468	3,449,290		3,935,444	4,286,931	4,162,975	4,057,268
Federal Revenue	27,601	33,770		52,944	60,596	66,522	65,993
Other State Revenues	418,538	609,887		746,457	819,342	851,071	854,463
Local Revenues	365,704	499,183		518,791	537,898	552,505	567,737
Fundraising and Grants	374,400	590,857		676,054	747,932	748,094	750,972
<b>Total Revenue</b>	<b>3,364,710</b>	<b>5,182,987</b>		<b>5,929,691</b>	<b>6,452,698</b>	<b>6,381,168</b>	<b>6,296,433</b>
<b>Expenses</b>							
Compensation and Benefits	2,151,126	3,053,044		3,539,242	4,037,080	4,239,942	4,379,899
Books and Supplies	217,766	431,306		322,155	324,326	282,382	290,040
Services and Other Operating Expenditure	997,163	1,468,103		1,568,901	1,654,151	1,680,189	1,708,323
Capital Outlay	-	-		-	-	-	-
<b>Total Expenses</b>	<b>3,366,055</b>	<b>4,952,452</b>		<b>5,430,298</b>	<b>6,015,557</b>	<b>6,202,513</b>	<b>6,378,262</b>
<b>Operating Income (excluding Depreciation)</b>	<b>(1,345)</b>	<b>230,535</b>		<b>499,392</b>	<b>437,142</b>	<b>178,655</b>	<b>(81,830)</b>
<i>Operating Income (including Depreciation)</i>	<i>(14,345)</i>	<i>230,535</i>		<i>499,392</i>	<i>437,142</i>	<i>178,655</i>	<i>(81,830)</i>
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	582,557	568,212		798,746	1,298,138	1,735,280	1,913,936
Operating Income (including Depreciation)	(14,345)	230,535		499,392	437,142	178,655	(81,830)
<b>Ending Fund Balance (including Depreciation)</b>	<b>568,212</b>	<b>798,746</b>		<b>1,298,138</b>	<b>1,735,280</b>	<b>1,913,936</b>	<b>1,832,106</b>
<b>Ending Fund Balance as a % of Expenses</b>	<b>17%</b>	<b>16%</b>		<b>24%</b>	<b>29%</b>	<b>31%</b>	<b>29%</b>

# Yu Ming Charter School

Multiyear Budget Summary - Scenario #3

As of most recent monthly close

	2015/16	2016/17	2016/17	2017/18	2018/19	2019/20	2020/21
Detail	Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>Enrollment Summary</b>	-	-		-	-	-	-
K-3	210	284		284	273	263	254
4-6	102	194		187	181	179	179
7-8	-	-		60	116	112	107
9-12	-	-		-	-	-	-
<b>Total Enrolled</b>	<b>312</b>	<b>478</b>		<b>531</b>	<b>570</b>	<b>554</b>	<b>540</b>
<b>ADA %</b>							
K-3	96%	96%		96%	96%	96%	96%
4-6	96%	96%		96%	96%	96%	96%
7-8	96%	96%		96%	96%	96%	96%
9-12	96%	96%		96%	96%	96%	96%
<b>Average</b>	<b>96%</b>	<b>96%</b>		<b>96%</b>	<b>96%</b>	<b>96%</b>	<b>96%</b>
<b>ADA</b>							
K-3	201.6	272.6		272.6	262.1	252.5	243.8
4-6	97.9	186.3		179.4	174.0	171.7	171.7
7-8	0.0	0.0		57.8	111.5	107.6	102.7
9-12	0.0	0.0		0.0	0.0	0.0	0.0
<b>Total ADA</b>	<b>299.5</b>	<b>458.9</b>		<b>509.8</b>	<b>547.6</b>	<b>531.7</b>	<b>518.2</b>
<b>Demographic Information</b>							
<b>Current Year</b>	-	-		-	-	-	-
CALPADS Enrollment (for unduplicated %)	312	478		531	570	554	540
# Unduplicated Count (CALPADS)	66	100		111	119	116	113
# Free & Reduced Lunch (FRL) (CALPADS)	-	-		-	-	-	-
# ELL (CALPADS)	-	-		-	-	-	-
<b>FTE's</b>	<b>32</b>	<b>44</b>		<b>50</b>	<b>55</b>	<b>55</b>	<b>55</b>
Teachers	18	28		32	35	35	35
New Teachers	-	-		-	-	-	-
New Classrooms	-	-		-	-	-	-
# of school days	180	180		180	180	180	180
School Status	Existing School	Existing School - Expanding		Existing School - Expanding	Existing School - Expanding	Existing School	Existing School
Inflation Rate	3%	3%		3%	3%	3%	3%

# Yu Ming Charter School

Multiyear Budget Summary - Scenario #3

As of most recent monthly close

		2015/16	2016/17	2016/17	2017/18	2018/19	2019/20	2020/21
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>REVENUE</b>								
<b>LCFF Entitlement</b>								
8011	Charter Schools LCFF - State Aid	1,842,393	2,934,364	Backfills State Aid - \$7516 per ADA	3,363,430	3,672,532	3,566,342	3,475,785
8012	Education Protection Account Entitlement	336,075	514,926	Greater of: \$200 per ADA or 21.9621% of State Aid	572,014	614,398	596,633	581,483
<b>SUBTOTAL - LCFF Entitlement</b>		<b>2,178,468</b>	<b>3,449,290</b>	-	<b>3,935,444</b>	<b>4,286,931</b>	<b>4,162,975</b>	<b>4,057,268</b>
<b>8100 Federal Revenue</b>								
8181	Special Education - Entitlement	27,601	33,770	\$129 per ADA, after Admin and Set-aside fees	52,944	60,596	66,522	65,993
<b>SUBTOTAL - Federal Income</b>		<b>27,601</b>	<b>33,770</b>	-	<b>52,944</b>	<b>60,596</b>	<b>66,522</b>	<b>65,993</b>
<b>8300 Other State Revenues</b>								
8381	Special Education - Entitlement (State)	134,032	208,569	\$520 per ADA, after accounting for Admin and Set-aside fees	237,485	262,260	261,183	260,892
8545	School Facilities Apportionments	95,481	161,339	\$750 per ADA or 0.75 of rent, lesser of the two	166,179	171,164	176,299	181,588
8550	Mandated Cost Reimbursements	-	165,635	\$553 per PY ADA	260,207	297,211	327,447	325,955
8560	State Lottery Revenue	46,051	74,345	\$162 per ADA per SSC	82,587	88,706	86,142	86,027
8590	All Other State Revenue	142,974	-	-	-	-	-	-
<b>SUBTOTAL - Other State Income</b>		<b>418,538</b>	<b>609,887</b>	-	<b>746,457</b>	<b>819,342</b>	<b>851,071</b>	<b>854,463</b>
<b>8600 Other Local Revenue</b>								
8634	Food Service Sales	83,606	86,115	\$86115 per Waste Factor	88,698	91,359	94,100	96,923
8636	Uniforms	258	265	-	273	281	290	299
8676	After School Program Revenue	256,000	372,096	Assumes 95% fee collection	383,259	394,757	406,599	418,797
8693	Field Trips	25,709	40,572	\$85 per Students Total	46,422	51,358	51,369	51,567
8699	All Other Local Revenue	131	135	-	139	143	147	152
<b>SUBTOTAL - Local Revenues</b>		<b>365,704</b>	<b>499,183</b>	-	<b>518,791</b>	<b>537,898</b>	<b>552,505</b>	<b>567,737</b>
<b>8800 Donations/Fundraising</b>								
8801	Donations - Parents	109,200	172,333	\$361 per Students Total	197,182	218,147	218,194	219,033
8802	Donations - Private	62,400	98,476	\$206 per Students Total	112,676	124,655	124,682	125,162
8803	Fundraising	202,800	320,048	\$670 per Students Total	366,196	405,130	405,218	406,776
<b>SUBTOTAL - Fundraising and Grants</b>		<b>374,400</b>	<b>590,857</b>	-	<b>676,054</b>	<b>747,932</b>	<b>748,094</b>	<b>750,972</b>
<b>TOTAL REVENUE</b>		<b>3,364,710</b>	<b>5,182,987</b>	-	<b>5,929,691</b>	<b>6,452,698</b>	<b>6,381,168</b>	<b>6,296,433</b>

# Yu Ming Charter School

Multiyear Budget Summary - Scenario #3

As of most recent monthly close

		2015/16	2016/17	2016/17	2017/18	2018/19	2019/20	2020/21
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>EXPENSES</b>								
<b>Compensation &amp; Benefits</b>								
<b>1000</b>	<b>Certificated Salaries</b>							
1100	Teachers Salaries	978,348	1,574,198	27.7 FTE	1,854,822	2,090,767	2,153,490	2,218,094
1101	Teacher - Stipends	25,000	25,750	0.01 FTE	26,523	27,318	28,138	28,982
1148	Teacher - Special Ed	168,500	173,555	3 FTE	178,762	184,124	189,648	195,338
1150	Teacher - Custom 1	45,000	46,350	1 FTE	47,741	49,173	50,648	52,167
1300	Certificated Supervisor & Administrator Salar	89,760	92,453	1 FTE	95,226	98,083	101,026	104,057
	<b>SUBTOTAL - Certificated Employees</b>	<b>1,306,608</b>	<b>1,912,306</b>	<b>-</b>	<b>2,203,073</b>	<b>2,449,465</b>	<b>2,522,949</b>	<b>2,598,638</b>
<b>2000</b>	<b>Classified Salaries</b>							
2100	Classified Instructional Aide Salaries	64,100	127,823	5 FTE	195,312	266,735	274,737	282,979
2101	Classified - Electives	91,570	94,317	1.6 FTE	97,147	100,061	103,063	106,155
2300	Classified Supervisor & Administrator Salarie	210,366	216,677	3.15 FTE	223,177	229,873	236,769	243,872
2928	Other Classified - Food	25,920	26,698	0 FTE	27,499	28,323	29,173	30,048
2930	Other Classified - Maintenance/grounds	65,150	67,104	2 FTE	69,117	71,191	73,327	75,526
	<b>SUBTOTAL - Classified Employees</b>	<b>457,106</b>	<b>532,619</b>	<b>-</b>	<b>612,251</b>	<b>696,183</b>	<b>717,068</b>	<b>738,580</b>
<b>3000</b>	<b>Employee Benefits</b>							
3100	STRS	137,517	237,329	-	314,076	394,326	452,309	490,804
3200	PERS	-	-	-	-	-	-	-
3300	OASDI-Medicare-Alternative	55,730	70,371	-	80,762	90,840	93,554	96,350
3400	Health & Welfare Benefits	152,076	245,105	-	272,604	341,846	389,704	389,704
3500	Unemployment Insurance	15,634	18,640	-	14,245	17,236	15,757	15,766
3600	Workers Comp Insurance	26,456	36,674	-	42,230	47,185	48,600	50,058
	<b>SUBTOTAL - Employee Benefits</b>	<b>387,412</b>	<b>608,119</b>	<b>-</b>	<b>723,918</b>	<b>891,432</b>	<b>999,925</b>	<b>1,042,682</b>

# Yu Ming Charter School

Multiyear Budget Summary - Scenario #3

As of most recent monthly close

		2015/16	2016/17	2016/17	2017/18	2018/19	2019/20	2020/21
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>4000</b>	<b>Books &amp; Supplies</b>							
4100	Approved Textbooks & Core Curricula Materi	55,923	167,790	\$1011 per New Student	55,163	42,184	-	-
4315	Custodial Supplies	6,180	9,455	\$788 per Monthly Rate	9,739	10,031	10,332	10,642
4320	Educational Software	6,695	10,243		10,551	10,867	11,193	11,529
4325	Instructional Materials & Supplies	5,100	8,049	\$17 per Student	9,209	10,188	10,190	10,230
4326	Art & Music Supplies	8,000	12,240		12,607	12,985	13,375	13,776
4330	Office Supplies	9,582	15,445	\$558 per Teacher	18,205	20,526	21,142	21,776
4335	PE Supplies	2,575	3,940		4,058	4,180	4,305	4,434
4346	Teacher Supplies	8,000	12,625	\$26 per Student	14,446	15,981	15,985	16,046
4350	Uniforms	1,655	3,880	\$8 per Student	4,439	4,911	4,912	4,931
4410	Classroom Furniture, Equipment & Supplies	9,394	28,184	\$170 per New Student	9,266	7,086	-	-
4420	Computers (individual items less than \$5k)	10,300	15,759		16,232	16,719	17,220	17,737
4430	Non Classroom Related Furniture, Equipmer	3,090	4,728		4,870	5,016	5,166	5,321
4435	Non Classroom Noncapitalized items 2	1,360	1,400	\$117 per Monthly Rate	1,442	1,486	1,530	1,576
4710	Student Food Services	83,606	127,918	Assumes that 53.22% of total Food Service Cost is increased based on enrollment increase	141,989	151,928	156,486	161,180
4720	Other Food	6,307	9,650		9,939	10,238	10,545	10,861
<b>SUBTOTAL - Books and Supplies</b>		<b>217,766</b>	<b>431,306</b>	<b>-</b>	<b>322,155</b>	<b>324,326</b>	<b>282,382</b>	<b>290,040</b>

# Yu Ming Charter School

Multiyear Budget Summary - Scenario #3

As of most recent monthly close

		2015/16	2016/17	2016/17	2017/18	2018/19	2019/20	2020/21
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>5000</b>	<b>Services &amp; Other Operating Expenses</b>							
5100	Subagreements for Services	-	-		-	-	-	-
5200	Travel & Conferences	13,008	20,968	\$757 per Teacher	24,715	27,866	28,702	29,563
5300	Dues & Memberships	3,214	5,072	\$11 per Student	5,803	6,420	6,421	6,446
5450	Insurance - Other	24,625	38,862	\$81 per Student	44,466	49,193	49,204	49,393
5510	Utilities - Gas and Electric	7,880	12,057	\$1005 per Monthly Rate	12,419	12,791	13,175	13,570
5515	Janitorial, Gardening Services & Supplies	6,180	9,455	\$788 per Monthly Rate	9,739	10,031	10,332	10,642
5520	Security	5,305	8,116		8,359	8,610	8,868	9,135
5525	Utilities - Waste	11,124	17,020	\$1418 per Monthly Rate	17,530	18,056	18,598	19,156
5530	Utilities - Water	4,652	7,117		7,331	7,551	7,777	8,011
5535	Utilities - All Utilities	11,742	17,965	\$1497 per Monthly Rate	18,504	19,059	19,631	20,220
5605	Equipment Leases	8,755	13,395		13,797	14,211	14,637	15,076
5610	Rent	164,808	215,118	\$17927 per Monthly Rate100 sqft per student and \$4.5/sqft	221,572	228,219	235,065	242,117
5615	Repairs and Maintenance - Building	8,000	12,240		12,607	12,985	13,375	13,776
5617	Repairs and Maintenance - Other Equipmen	2,575	3,940		4,058	4,180	4,305	4,434
5803	Accounting Fees	8,487	8,742		9,004	9,274	9,552	9,839
5809	Banking Fees	530	546		563	580	597	615
5812	Business Services	86,204	134,771	3.5% of eligible revenues	155,555	169,540	166,350	162,779
5820	Consultants - Non Instructional - Custom 1	2,060	3,152		3,246	3,344	3,444	3,547
5821	Consultants - Non Instructional - Custom 2	10,000	15,300		15,759	16,232	16,719	17,220
5824	District Oversight Fees	65,354	103,479	3.0% of LCFF General Purpose Grant	118,063	128,608	124,889	121,718
5826	Directors Contingency	5,000	7,650		7,880	8,116	8,359	8,610
5830	Field Trips Expenses	66,136	75,334	\$158 per Student	86,197	95,361	95,382	95,749
5834	Service 11	7,426	11,362		11,703	12,054	12,416	12,788
5836	Fingerprinting	2,122	3,349	\$7 per Student	3,831	4,239	4,240	4,256
5839	Fundraising Expenses	23,103	35,348		36,408	37,500	38,625	39,784
5845	Legal Fees	36,050	55,157		56,811	58,516	60,271	62,079
5851	Marketing and Student Recruiting	4,120	6,304		6,493	6,687	6,888	7,095
5853	Service 14	2,060	3,152		3,246	3,344	3,444	3,547
5854	Consultants - Other 1	23,000	36,297	\$76 per Student	41,531	45,947	45,957	46,133
5855	Consultants - Other 2	256,000	391,680		403,430	415,533	427,999	440,839
5857	Payroll Fees	4,456	4,589	\$382 per Monthly Rate	4,727	4,869	5,015	5,165
5860	Printing and Reproduction	16,638	26,256	\$55 per Student	30,042	33,237	33,244	33,372
5863	Professional Development	5,575	8,986	\$324 per Teacher	10,592	11,943	12,301	12,670
5864	Professional Development - Other	10,000	15,300		15,759	16,232	16,719	17,220
5869	Special Education Contract Instructors	48,000	73,440		75,643	77,912	80,250	82,657
5875	Staff Recruiting	4,244	6,493		6,687	6,888	7,095	7,308
5878	Student Assessment	11,585	18,283	\$38 per Student	20,919	23,143	23,148	23,237
5881	Student Information System	6,278	9,606		9,894	10,190	10,496	10,811
5884	Substitutes	2,735	4,408	\$159 per Teacher	5,196	5,858	6,034	6,215
5887	Technology Services	2,060	3,152		3,246	3,344	3,444	3,547
5899	Miscellaneous Operating Expenses	2,652	4,058		4,180	4,305	4,434	4,567
5910	Communications - Internet / Website Fees	6,180	9,455	\$788 per Monthly Rate	9,739	10,031	10,332	10,642
5915	Postage and Delivery	1,061	1,674	\$4 per Student	1,916	2,119	2,120	2,128
5920	Communications - Telephone & Fax	6,180	9,455	\$788 per Monthly Rate	9,739	10,031	10,332	10,642
<b>SUBTOTAL - Services &amp; Other Operating E</b>		<b>997,163</b>	<b>1,468,103</b>	-	<b>1,568,901</b>	<b>1,654,151</b>	<b>1,680,189</b>	<b>1,708,323</b>

# Yu Ming Charter School

Multiyear Budget Summary - Scenario #3

As of most recent monthly close

		2015/16	2016/17	2016/17	2017/18	2018/19	2019/20	2020/21
		Current Forecast	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>6000</b>	<b>Capital Outlay</b>							
6100	Sites & Improvement of Sites	-	-		-	-	-	-
6200	Buildings & Improvement of Buildings	-	-		-	-	-	-
6300	School Libraries	-	-		-	-	-	-
6400	Equipment	-	-		-	-	-	-
6410	Computers (capitalizable items)	-	-		-	-	-	-
6420	Furniture (capitalizable items)	-	-		-	-	-	-
6430	Other Equipment (capitalizable items)	-	-		-	-	-	-
6500	Equipment Replacement	-	-		-	-	-	-
	<b>SUBTOTAL - Capital Outlay</b>	-	-		-	-	-	-
<b>TOTAL EXPENSES</b>		<b>3,366,055</b>	<b>4,952,452</b>		<b>5,430,298</b>	<b>6,015,557</b>	<b>6,202,513</b>	<b>6,378,262</b>
<b>6900</b>	<b>Total Depreciation (includes Prior Years)</b>	<b>13,000</b>	-		-	-	-	-
<b>TOTAL EXPENSES including Depreciation</b>		<b>3,379,055</b>	<b>4,952,452</b>		<b>5,430,298</b>	<b>6,015,557</b>	<b>6,202,513</b>	<b>6,378,262</b>

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2014 to June 30, 2015

Charter School Name: Yu Ming Charter School

CDS #: #N/A

Charter Approving Entity: Alameda County Office of Education

County: Alameda

Charter #: 1296

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

☒ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

☐ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
1. LCFF Sources				
State Aid - Current Year	8011	1,295,293.00		1,295,293.00
Education Protection Account State Aid - Current Year	8012	338,737.00		338,737.00
State Aid - Prior Years	8019	(61.00)		(61.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	0.00		0.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		1,633,969.00	0.00	1,633,969.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind	8290			0.00
Special Education - Federal	8181, 8182		27,057.00	27,057.00
Child Nutrition - Federal	8220			0.00
Other Federal Revenues	8110, 8260-8299			0.00
Total, Federal Revenues		0.00	27,057.00	27,057.00
3. Other State Revenues				
Special Education - State	StateRevSE		135,771.00	135,771.00
All Other State Revenues	StateRevAO	51,908.39	132,917.39	184,825.78
Total, Other State Revenues		51,908.39	268,688.39	320,596.78
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	743,889.18	6,139.00	750,028.18
Total, Local Revenues		743,889.18	6,139.00	750,028.18
5. TOTAL REVENUES		2,429,766.57	301,884.39	2,731,650.96
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	862,748.64	35,359.93	898,108.57
Certificated Pupil Support Salaries	1200			0.00
Certificated Supervisors' and Administrators' Salaries	1300	88,000.08		88,000.08
Other Certificated Salaries	1900		23,000.01	23,000.01
Total, Certificated Salaries		950,748.72	58,359.94	1,009,108.66
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	97,714.22		97,714.22
Noncertificated Support Salaries	2200			0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	208,701.12		208,701.12
Clerical and Office Salaries	2400			0.00
Other Noncertificated Salaries	2900	35,300.13		35,300.13
Total, Noncertificated Salaries		341,715.47	0.00	341,715.47

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2014 to June 30, 2015

**Charter School Name:** Yu Ming Charter School

**CDS #:** #N/A

Description	Object Code	Unrestricted	Restricted	Total
<b>3. Employee Benefits</b>				
STRS	3101-3102	77,693.18	4,769.05	82,462.23
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	41,001.92	1,836.84	42,838.76
Health and Welfare Benefits	3401-3402	109,338.27	4,937.06	114,275.33
Unemployment Insurance	3501-3502	12,112.94	545.04	12,657.98
Workers' Compensation Insurance	3601-3602	15,990.11	722.02	16,712.13
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	728.00		728.00
Total, Employee Benefits		256,864.42	12,810.01	269,674.43
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	23,954.65	8,219.64	32,174.29
Books and Other Reference Materials	4200	5,949.62		5,949.62
Materials and Supplies	4300	52,944.55		52,944.55
Noncapitalized Equipment	4400	22,842.21		22,842.21
Food	4700	81,347.85		81,347.85
Total, Books and Supplies		187,038.88	8,219.64	195,258.52
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	10,049.68		10,049.68
Dues and Memberships	5300	1,970.00		1,970.00
Insurance	5400	11,990.82		11,990.82
Operations and Housekeeping Services	5500	35,472.35		35,472.35
Rentals, Leases, Repairs, and Noncap. Improvements	5600	51,051.78	123,633.75	174,685.53
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	632,566.36	157,216.04	789,782.40
Communications	5900	12,934.63		12,934.63
Total, Services and Other Operating Expenditures		756,035.62	280,849.79	1,036,885.41
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	11,463.64		11,463.64
Total, Capital Outlay		11,463.64	0.00	11,463.64
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		2,503,866.75	360,239.38	2,864,106.13

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2014 to June 30, 2015

Charter School Name: Yu Ming Charter School

CDS #: #N/A

Description	Object Code	Unrestricted	Restricted	Total
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		(74,100.18)	(58,354.99)	(132,455.17)
<b>D. OTHER FINANCING SOURCES / USES</b>				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(58,354.99)	58,354.99	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(58,354.99)	58,354.99	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)</b>		(132,455.17)	0.00	(132,455.17)
<b>F. FUND BALANCE / NET POSITION</b>				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	682,803.04	34,612.61	717,415.65
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		682,803.04	34,612.61	717,415.65
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		550,347.87	34,612.61	584,960.48
<b>Components of Ending Fund Balance (Modified Accrual Basis only)</b>				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				0.00
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
<b>3. Components of Ending Net Position (Accrual Basis only)</b>				
a. Net Investment in Capital Assets	9796	0.00		0.00
b. Restricted Net Position	9797		34,612.61	34,612.61
c. Unrestricted Net Position	9790A	550,347.87	0.00	550,347.87

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2014 to June 30, 2015

Charter School Name: Yu Ming Charter School

CDS #: #N/A

Description	Object Code	Unrestricted	Restricted	Total
<b>G. ASSETS</b>				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	424,065.85	34,612.61	458,678.46
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	315,040.49		315,040.49
4. Due from Grantor Governments	9290			0.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	10,729.00		10,729.00
7. Other Current Assets	9340	30,000.00		30,000.00
8. Capital Assets (accrual basis only)	9400-9489	13,756.36		13,756.36
9. TOTAL ASSETS		793,591.70	34,612.61	828,204.31
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
<b>I. LIABILITIES</b>				
1. Accounts Payable	9500	180,745.83		180,745.83
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640	62,498.00		62,498.00
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		243,243.83	0.00	243,243.83
<b>J. DEFERRED INFLOWS OF RESOURCES</b>				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
<b>K. FUND BALANCE /NET POSITION</b>				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		550,347.87	34,612.61	584,960.48

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2014 to June 30, 2015

Charter School Name: Yu Ming Charter School

CDS #: #N/A

**L. FEDERAL NO CHILD LEFT BEHIND (NCLB) MAINTENANCE OF EFFORT REQUIREMENT**

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL NO CHILD LEFT BEHIND (NCLB) MAINTENANCE OF EFFORT REQUIREMENT:**

**1. Federal Revenue Used for Capital Outlay and Debt Service**

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. None	\$ 0.00	0.00	0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

**2. Community Services Expenditures**

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999 0.00
b. Noncertificated Salaries	2000-2999 0.00
c. Employee Benefits	except 3801- 0.00
d. Books and Supplies	4000-4999 0.00
e. Services and Other Operating Expenditures	5000-5999 0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

**July 1, 2014 to June 30, 2015**

**Charter School Name:** Yu Ming Charter School

**CDS #:** #N/A

**3. State and Local Expenditures to be Used for Annual NCLB Maintenance of Effort Calculation:**

Results of this calculation will be used for comparison with 2013-14 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis will result in reduction to allocations for covered programs in 2016-17.

a. Total Expenditures (B8)	2,864,106.13
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	27,057.00
c. Subtotal of State & Local Expenditures [a minus b]	2,837,049.13
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	11,463.64
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 2,825,585.49

## LEASE AGREEMENT

This Lease Agreement ("Lease") is entered into as of January 16, 2013, by and between The Roman Catholic Welfare Corporation of Oakland, a California nonprofit religious corporation ("Lessor"), and Yu Ming Charter School ("Lessee"), a California non-profit public benefit corporation.

It is agreed between the parties hereto as follows:

1. DESCRIPTION OF PREMISES: Lessor leases to Lessee and Lessee leases from Lessor on the terms and conditions hereafter set forth, the premises commonly known as the St. Columba School, 1086 Alcatraz Ave., Oakland, California (the "Premises"). The Premises are described in the plan attached hereto as Exhibit A and incorporated herein by this reference and Lessee hereby accepts premises in it's as is condition with all it's faults, subject to the terms and conditions of this Lease.
2. TERM: The term of the Lease (the "Term") shall be for 29 months beginning February 1, 2013 (the "Commencement Date") and ending June 30, 2015 (the "Expiration Date"), unless this Lease is terminated sooner as provided herein. Lessee is granted free rent for the last 2 weeks of January provided all Insurance Certificates have been received by Lessor.
3. RENT: Upon the Commencement Date, Lessee shall pay to Lessor the amount of \$30,000.00 as a security deposit. Thereafter, beginning February 1, 2013, Lessee shall pay \$10,000.00 due and payable in advance on the first day of each calendar month during the Term. For any rent that is not paid when due, a late fee of Twenty Dollars (\$20.00) per day shall accrue for every day that rent is late. Lessee shall be in immediate breach of this Lease if rent is delinquent after the 5<sup>th</sup> day of the month. All monthly rent, additional charges, or other consideration due from Lessee to Lessor shall be deemed to be "rent" for the purposes of this Lease. Lessee's covenant to pay rent is independent of every other covenant set forth in this Lease. Annually on the anniversary date of this Lease, the rent will be increased based on increase in the Federal Consumer Price Index- all items for the San Francisco Bay Area or 3% whichever is greater.
4. USE: Lessee shall use and occupy the Premises for an elementary charter school grades K, 1<sup>st</sup> and 2<sup>nd</sup>. Each year an additional grade will be added to the enrollment. Lessor represents that the Premises lawfully may be used for such purposes. Lessee shall not use the Premises, or permit the Premises to be used, for any other purposes whatsoever. The list of owners furniture is attached as Exhibit B herein.
5. UTILITIES: (a) Lessee shall provide and pay for all utilities during the term of the Lease including (i) sewer; (ii) water; (iii) gas; (iv) electricity; and (v) garbage, which shall be in Lessee's name only. Lessee shall pay for all such utilities immediately upon demand.  
  
(b) Lessee shall establish in its name only, and pay for, other utilities including phone, burglar security, internet and other services as Lessee desires. Lessee's failure to make payment to any utility provider for any utilities established in Lessee's name shall be a default under the terms of this Lease.

- 6 INTERRUPTION OF UTILITY SERVICES: No failure on the part of Lessor, its agents or contractors to provide, or any stoppage of, the utility services referred to in Section 5(a) resulting from any cause whatsoever shall make Lessor liable in any respect to any person, property or business, or be construed as an eviction of Lessee, or entitle Lessee to any reduction of rent or other relief (including Lease termination) from Lessee's obligations under this Lease.
- 7 CARE AND MAINTENANCE OF PREMISES: Lessee acknowledges that as of the Commencement Date the Premises are in good working order, condition and repair and unless otherwise indicated Lessee shall, at its sole cost and expense and at all times, maintain and repair the Premises in good and safe condition, including plate glass, electric, plumbing and any other systems or equipment used on the Premises and shall surrender the same, upon the Expiration Date or any earlier termination of this Lease, in as good condition as received, normal wear and tear excepted. Lessee shall also maintain and repair in good and clean condition such portions adjacent to the Premises, such as sidewalks, driveways, lawns and shrubbery and all shared common areas. In addition, Lessee at its sole cost and expense shall hire a contractor for periodical maintenance and repair of the buildings internal sump pump system. Also, said system should be monitored along with the burglary and fire prevention system. Lessee is aware of and will complete the seismic repair work suggested by Degenkolb Engineers report dated May 30 1995 and McNely Construction estimate of \$21,735.00, attached hereto and made part of this Lease, *not to exceed \$21,000.00.*
- 8 ORDINANCES AND STATUTES: Lessee shall comply with all statutes, Codes and ordinances as well as all requirements of all municipal, State and federal authorities now in force, or which may hereafter be in force, pertaining to the Premises, occasioned by or affecting the use thereof by Lessee.
- 9 ASSIGNMENT AND SUBLETTING: This Lease is entered into solely with the understanding that Lessee shall be the only occupant of the Premises. Any assignment or subletting would be contrary to the purpose and intent under which this Lease is written; therefore, Lessee waives any right to assign or sublet. Any purported assignment or subletting of the Premises without the consent of Lessor shall be void, and shall be a breach of the terms of this Lease.
- 10 ENTRY AND INSPECTION: Lessor shall retain, and Lessee shall provide Lessor with, duplicate keys and combination lock codes to all doors of the Premises. Lessor and its, members, directors, trustees, officers, agents, employees, contractors and successors and assigns shall have the right to enter the Premises at any time: (i) without prior notice in the event of an emergency; (ii) upon reasonable prior notice within the last six (6) months of the Term of this Lease to place upon the Premises any usual "To Let" or "For Lease" signs and to permit persons desiring to lease the Premises to inspect the same; and (iii) upon reasonable prior notice to inspect the Premises during the Term or any renewal period, to confirm that Lessee is complying with all of its covenants and obligations under this Lease, to make repairs or carry out any and all maintenance in and about the Premises, to make repairs or alterations to areas adjacent to the Premises, and to repair and service utility lines.
- 11 INDEMNIFICATION OF LESSOR:

(a) To the fullest extent permitted by law, Lessee shall, and hereby agrees to, protect, defend, indemnify and hold harmless Lessor and its affiliated entities, including The Roman Catholic Bishop of Oakland, a California corporation sole ("Corporation Sole"), and their respective, members, directors, trustees, officers, agents, employees, contractors and successors and assigns (individually, an "Indemnatee") from and against all claim, loss, cost, liability, damage or expense (individually a "Claim") of any kind and nature whatsoever (including any loss of or damage to any property and any injury to or death of any person) arising from: (i) any cause which may arise from the use of the Premises or activities in and about the Premises by Lessee, its agents, employees, representatives, contractors, guests, visitors or invitees; (ii) any default by Lessee under this Lease; (iii) any failure on Lessee's part to timely execute and deliver any document or certificate required; (iv) Lessee's failure to timely vacate the Premises upon the Expiration Date or any earlier termination of this Lease; and/or (v) any environmental damages arising from hazardous materials in or about the Premises due to any act or omission of Lessee or its agents, employees, representatives, contractors, guests, visitors or invitees, or any violation of environmental regulations due to Lessee's use of the Premises.

(b) If any action or proceeding is commenced against Lessor or Corporation Sole or their respective members, directors, trustees, officers, agents, employees, contractors or successors or assigns by reason of any Claim, Lessee, upon notice from Lessor, shall defend the same at Lessee's expense by counsel reasonably satisfactory to Lessor. Lessee's indemnity shall include reasonable attorneys' fees, investigation costs, and all other reasonable costs and expenses incurred by each Indemnatee in connection with the investigation or defense of any matter. If any action or proceeding is commenced by or against Lessee or relating to this Lease or to the Premises to which any Indemnatee is made a party, Lessee shall pay all costs and expenses, including attorneys' fees and court costs, incurred by or imposed upon each Indemnatee, provided that such action or proceeding did not arise from the willful misconduct or negligent acts or omissions of Indemnatee, and does not seek a declaration of Lessor's or Lessee's rights and obligations under this Lease.

(c) The provisions of this Section 11 shall survive the termination of this Lease with respect to any Claim based on circumstances occurring before such termination.

12      **EXCULPATION OF LESSOR:** Lessee hereby waives all Claims against each Indemnatee for damage to any property or injury to, or death of, any person in and about the Premises arising at any time and from any cause whatsoever. Without limiting the generality of the foregoing, an Indemnatee shall not be liable for any injury or damage to persons or property resulting from the condition or design of, or any defects in, buildings on the Premises or such buildings' mechanical systems or equipment which may exist or occur or from any fire, explosion, falling plaster, steam, gas, electricity, water, rain, flood, snow, or leaks from any part of the Premises or from the pipes, appliances, plumbing works, roof, or subsurface of any floor or ceiling, or from the street or any other place, or by dampness or by any other similar cause. Lessee, for itself and its agents, employees, representatives, contractors, guests, visitors or invitees, expressly assumes all risks of injury or damage to person or property, whether proximate or remote, resulting from the condition of the Premises and any part thereof.

### 13      INSURANCE:

(a) Lessee shall maintain, at its cost, the following insurance at all times during the Term of this Lease: (i) "All Risk" insurance insuring any Lessee improvements, Lessee's interest in the Premises and all property located in the Premises, including furniture, equipment, fittings, installations, fixtures, supplies and any other personal property, Leasehold improvements and alterations, in an amount equal to the full replacement value, it being understood that no lack or inadequacy of insurance by Lessee shall in any event make any Indemnitee subject to any claim by virtue of any theft of or loss or damage to any uninsured or inadequately insured property; (ii) commercial general liability and automobile liability insurance covering bodily injury, death, property damage, and contractual liability with a combined single limit of no less than Five Million Dollars (\$5,000,000) per occurrence, which shall be primary and non-contributing with any insurance in effect for Lessor or Corporation Sole; (iii) Worker's Compensation and Employer's Liability insurance in amounts not less than any statutory minimum; (iv) Builder's Risk insurance on an "All Risk" basis (including collapse) on a completed value (non-reporting) form for full replacement value covering all work, materials and equipment in or about the Premises in the event Lessee performs any repairs or any alterations in or about the Premises; (v) Lessee's "Special Form Coverage" insurance for the replacement cost value of the Premises; and (vi) any other form or forms of insurance or any changes or endorsements to the insurance required herein as Lessor may reasonably require, from time to time.

(b) Lessee shall have the right to include the insurance required under Section 13(a) under Lessee's policies of "blanket insurance," provided that (i) no other loss which may also be insured by such blanket insurance shall affect the insurance coverage required under Section 13(a) and (ii) Lessee delivers to Lessor a certificate specifically stating that Lessor and Corporation Sole are named as additional insureds under such insurance coverage.

(c) All insurance required under Section 13(a) shall: (i) be issued by a responsible insurance company or companies authorized to do business in California; (ii) be in a form reasonably satisfactory to Lessor; (iii) designate Lessor and Corporation Sole as additional insureds; (iv) contain a waiver of subrogation endorsement, in form and amount as required by the California Labor Code; and (v) contain an agreement by the insurers that the policies will not be invalidated as they affect the interests of Lessor and Corporation Sole by reason of any breach of such policies, and that the insurers shall notify Lessor and Corporation Sole in writing not less than thirty (30) days before any material change, reduction in coverage, cancellation, including cancellation for nonpayment of premium, or any other termination or change. Prior to the use of the Premises, Lessee shall deliver copies of the required policies, certificates of insurance and endorsements to Lessor and Arthur J. Gallagher & Co, P.O. Box 7443, San Francisco, CA 94120.

### 14      TAXES AND ASSESSMENTS: Each party agrees to take any and all steps necessary to maintain and obtain for the Premises the welfare exemption provided in Section 214 of the California Revenue and Taxation Code. If, however, through no fault of Lessor, such exemption cannot be obtained for any taxable year during the Term, as part of the

consideration for this Lease, Lessee agrees to pay before delinquency any and all taxes and assessments levied against the Premises and any personal property located thereon, and all such payments due to reimburse Lessor for any amounts expended by Lessor in such respect shall be deemed to be rent for the purposes of this Lease.

15. DESTRUCTION OF PREMISES: In the event of a partial destruction of the Premises during the Term hereof, from any cause whatsoever, Lessor shall forthwith repair the same, provided that such repairs can be made within sixty (60) days under existing governmental laws and regulations, but such partial destruction shall not terminate this Lease, except that Lessee shall be entitled to a proportionate reduction of rent while such repairs are being made, based upon the extent to which the making of such repairs shall interfere with Lessee's use of the Premises as determined by Lessor. If such repairs cannot be made within said sixty (60) days, Lessor, at its option, may make the same within a reasonable time, this Lease continuing in effect with the rent proportionately reduced as set forth above, and in the event that Lessor shall not elect to make such repairs which cannot be made within sixty (60) days, this Lease may be terminated at the option of either party. In the event that the building in which the Premises may be situated is destroyed to an extent of not less than one-third (1/3) of the replacement costs thereof, Lessor may elect to terminate this Lease whether the Premises be injured or not. A total destruction of the building in which the Premises may be situated shall automatically terminate this Lease.

16. LESSEE'S DEFAULT:

(a) In addition to any events specified as a default elsewhere in this Lease, the following shall constitute a default under this Lease: (i) Lessee's failure to pay rent when due; (ii) Lessee's failure to perform any other covenants or conditions under this Lease, and (iii) Lessee's abandonment or vacation of the Premises. However, Lessor shall not commence any action to terminate Lessee's right of possession as a consequence of a default until any period of grace with respect thereto has elapsed; provided, that any such grace period shall be in lieu of and not in addition to the period during which Lessee may cure such default following the delivery of notice pursuant to California Code of Civil Procedure Section 1161 (or any successor or similar statute).

(b) Subject to the limitation expressed in Section 16(a), Lessee shall have a period of three (3) business days from the date of written notice from Lessor within which to cure any default in the payment of any monetary obligations of Lessee under this Lease. Lessee shall have a period of thirty (30) days from the date of written notice from Lessor within which to cure any other default under this Lease which is capable of being cured; provided, however, that with respect to any default which cannot reasonably be cured within thirty (30) days, Lessee shall not be in default if Lessee commences to cure within the five (5) days following Lessor's notice and thereafter diligently prosecutes the same to completion.

(c) There shall be no period of grace with respect to any default by Lessee which is not capable of being cured. Lessor and Lessee stipulate that the following defaults are not capable of being cured by Lessee: (i) any default which is specified in this Lease as being incurable; (ii) any unauthorized sale, assignment, mortgage, pledge, hypothecation,

encumbrance or other transfer of this Lease or any interest herein, or any unauthorized subletting of all or any portion of the Premises; (iii) the commission of waste by Lessee; (iv) the failure of Lessee to pay rent or any other monetary obligation of Lessee hereunder on the due date thereof where such failure occurs on more than two (2) consecutive occasions in any twelve (12) month period of the Lease or on more than three (3) occasions during the Term of this Lease; (v) if the Premises become abandoned; (vi) if any petition is filed by or against Lessee or any guarantor of this Lease under the Bankruptcy Code, or similar law or statute, which, in the case of an involuntary proceeding, is not permanently discharged, dismissed, stayed, or vacated, as the case may be, within thirty (30) days of commencement, or if any order for relief shall be entered against Lessee or any guarantor of this Lease in any such proceedings; (vii) if Lessee or any guarantor of this Lease becomes insolvent or makes a transfer in fraud of creditors or makes an assignment for the benefit of creditors; (viii) if a receiver, custodian, or trustee is appointed for the Premises or for all or substantially all of the assets of Lessee or of any guarantor of this Lease, which appointment is not vacated within sixty (60) days following the date of such appointment; and (ix) any other default which is recognized under California law as being incurable.

17. LESSOR'S REMEDIES ON DEFAULT:

(a) If Lessee fails to cure a default, or in the event of a default that is not capable of being cured by Lessee, Lessor shall have the rights and remedies described in subsections (1), (2), and (3) below, in addition to any other rights and remedies available to Lessor at law or in equity.

(1) Lessor shall have all rights and remedies provided by California Civil Code Section 1951.2 (or any successor or similar statute), which includes the right to recover from the Lessee: (i) the worth at the time of award of the unpaid rent that had been earned at the time of termination of this Lease; (ii) the worth at the time of award of the amount by which the unpaid rent that would have been earned from the time of termination of this Lease until the time of award exceeds the amount of such rental loss that Lessee proves could have been reasonably avoided; (iii) subject to Section 1951.2(c), the worth at the time of award of the amount by which the unpaid rent for the balance of the Term after the time of award exceeds the amount of such rental loss that Lessee proves could be reasonably avoided; and (iv) any other amount necessary to compensate Lessor for all the detriment proximately caused by Lessee's failure to perform its obligations under the Lease or which in the ordinary course of things would be likely to result from such failure. The "worth at the time of award" shall be computed according to California Civil Code Section 1951.2(b).

(2) Lessor shall have rights and remedies provided by California Civil Code Section 1951.4 (or any successor or similar statute), which allows Lessor to continue this Lease in effect and to enforce all of its rights and remedies under this Lease, including the right to recover rent as it becomes due, for so long as Lessor does not terminate Lessee's right to possession. Acts of maintenance or preservation, efforts to relet the Premises, or the appointment of a receiver upon

the Lessor's initiative to protect its interest under this Lease shall not constitute a termination of Lessee's right to possession.

(3) Lessor shall have the right, but not the obligation, to make any payment or perform any act on Lessee's part as may be required to cure Lessee's default in whole or in part, without waiving Lessor's rights based upon such default by Lessee and without releasing Lessee from any of its obligations.

(b) All sums so paid and all costs incurred by Lessor, together with the interest thereon from the date of such payment or the incurrence of such cost by Lessor, whichever occurs first, shall be paid to Lessor on demand as rent.

18. ATTORNEY'S FEES: If any action is brought for recovery of the Premises, or for any sum due hereunder, or because of any act which may arise out of the possession of the Premises, by either party, the prevailing party shall be entitled to all costs incurred in connection with such action, including attorney fees and costs.
19. SECURITY DEPOSIT: Lessee shall deposit with Lessor on the signing of this Lease the sum of Thirty Thousand Dollars (\$30,000.00) as security for the performance of Lessee's obligations under this Lease, including without limitation the surrender of possession of the Premises to Lessor as provided under this Lease. If Lessor uses any part of the deposit to cure any default of Lessee, Lessee shall on demand deposit with Lessor the amount so applied so that the Lessor shall have full deposit on hand at all times during the Term of this Lease.
20. NOTICES: Any notice which either party may, or is required to give, shall be given by mailing the same, postage prepaid, to Lessee at the Premises, or Lessor at the address specified in Section 22 below, or at such other places as may be designated in writing by the parties from time to time.
21. ALTERATIONS:
- (a) Lessee shall not make any alterations in or about the Premises without prior written consent of Lessor, which shall not be unreasonably withheld. However, Lessor shall not be deemed unreasonable for refusing to consent to any alterations that: (i) are visible from the exterior of any buildings on the Premises; (ii) affect any part of the structure of the Premises; (iii) affect the mechanical, electrical, or plumbing systems of the Premises; (iv) are prohibited by any underlying ground lease, mortgage or deed of trust; (v) would render, in Lessor's opinion, the Premises more difficult to Lease to third parties following the termination of this Lease; or (vi) adversely affect the Church in any way.
- (b) All alterations or physical additions made in or about the Premises by or on behalf of Lessee shall be and remain Lessor's property (except for Lessee's furniture, personal property and movable trade fixtures), and shall not be removed without Lessor's written consent.
22. RENEWAL OF LEASE: This Lease may only be renewed or extended with the express written consent of Lessor. Should Lessee intend to request a renewal of this Lease,

Lessee shall notify Lessor in writing by September 30, 2014, and send a copy of such request to Chancellor, Diocese of Oakland, 2121 Harrison Street, Oakland, CA 94612. Lessor shall respond to such request within thirty (30) days.

23. DUTY TO SURRENDER/HOLDOVER: Upon the termination of this Lease, Lessee, at its sole cost and expense, shall peacefully vacate and surrender the Premises to Lessor in good working order, condition and repair, broom clean and in the same condition as upon the Commencement Date, or as the Premises may thereafter have been altered by Lessor or Lessee (with Lessor's consent), normal wear and tear excepted. If Lessee continues in possession of the Premises after the termination of this Lease, such holding over, unless otherwise agreed to by Lessor in writing, shall constitute and be construed as a tenancy at sufferance. The rent during any holding over period shall be equal to the greater of (i) one hundred fifty percent (150%) of the monthly rent in effect for the month immediately prior to the termination of this Lease or (ii) one hundred fifty percent (150%) of the fair market rental value of the Premises, and subject to all other terms, covenants, conditions, charges and expenses set forth in this Lease except any right to renew this Lease or alter the Premises.
24. GOVERNING LAW: This Lease shall be governed and construed under the laws of the State of California.
25. WAIVER: No fault of Lessor to enforce any term of this Lease shall be deemed to be a waiver by Lessor.
26. COMMUNICATION MEETINGS: It is agreeable with Lessor and Lessee they will calendar monthly meetings to communicate any and all differences

Lessor:

The Roman Catholic Welfare Corporation of  
Oakland

By S. Barbara Bray  
Its PRESIDENT

By MPC  
Its SECRETARY TREASURER

Lessee:

YU MING CHARTER SCHOOL

By [Signature]  
Its Chair, Board of Directors

By \_\_\_\_\_  
Its \_\_\_\_\_

APPROVED:

By [Signature]  
Pastor Ad. M. Steen  
1/18/13

**EXHIBIT A**  
**BUILDING PLAN**

**EXHIBIT B**  
**INVENTORY OF OWNERS FURNITURE**

**McNely Construction Co.**

1040 Davis St., Ste. 203  
San Leandro, Ca 94577

Project: St. Columba School Addition - New Foundation for Seismic  
Location: Oakland  
Design Team: Degenkolb - Ph II May 30, 1995  
Date: 12/14/2012

Spec	Description	Quan.	Unit	Unit Cost	Price	Comment
<b>1000 General Conditions</b>						
	Supervision and GC's	1	lsum	1,200.00	1,200	Figure 8% of subtotal less supv/GC's
<b>1500 Special Requirements</b>						
	Equipment Rental	1	allow	0.00	0	
	Scaffolding	1	allow	0.00	0	
	Dust and Weather Protection	1	lsum	350.00	350	
	On-going clean-up	8	Hrs	75.00	600	
	Final Janitorial Clean	1	lsum	350.00	350	
<b>3100 Demo</b>						
	Demo allowance	24	Hours	75.00	1,800	
	Form/Place/Finish Foundation	12	Ln Ft	500.00	6,000	
<b>6100 Seismic Connections</b>						
	School Building	1	Sq Ft	0.00	0	Work Complete
	School Addition - Ply Shear on Ext Walls	1	Sq Ft	0.00	0	Work Complete
	assume some hardware connections Fdn to Wall	8	Ea	350.00	2,800	
<b>9000 Finishes replacement</b>						
	Sheetrock and Texture	12	Hrs	75.00	900	
	Painting	1	allow	750.00	750	
	Floor Patch	1	allow	1,000.00	1,000	
<b>16000 Electrical</b>						
	Allowance for various conduit relocation	1	allow	0.00	0	

Subtotal of Direct Construction Costs		<b>\$15,750</b>
Contractor Overhead	7.50%	0 \$1,181
Contractor Fee	7.50%	\$1,181
<b>TARGETED CONTRACT PRICE/LOW RANGE</b>		<b>\$18,113</b>
Contingency (advise on 20%)		\$3,623
<b>OWNER's BUDGET/HIGH RANGE</b>		<b>\$21,735</b>

Not figured in the above budget but needs to be accounted for:

ADA ALLOWANCE	0
DESIGN FEES	2,500
PERMIT FEES	1,200
SPECIAL INSPECTIONS	750



May 30, 1995

C. J. Finney, Jr.  
Catholic Diocese of Oakland  
2900 Lakeshore Avenue  
Oakland, California 94612

Reference: **ST. COLUMBA'S PARISH, OAKLAND, CALIFORNIA  
PHASE II SEISMIC EVALUATION  
SCHOOL AND ADDITION BUILDINGS  
[DEGENKOLB JOB NO. 91182.50]**

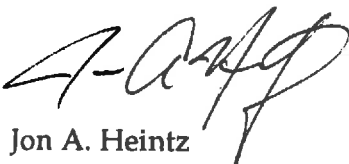
Dear Clem:

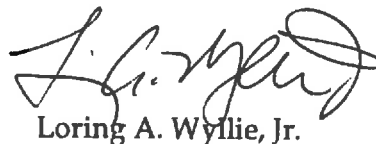
We are pleased to present our report, *Phase II Seismic Evaluation St. Columba's School and Addition*, for your review. Some minor strengthening is recommended for both buildings, but the work has been developed to minimize cost and disruption to the school.

We are pleased to be of continued service to you in this matter. If you have any questions, please do not hesitate to call.

Very truly yours,

DEGENKOLB ENGINEERS

  
Jon A. Heintz

  
Loring A. Wyllie, Jr.

3 copies submitted

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enclosure  
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## **Degenkolb**

### **St. Columba's School Addition**

The primary concern for the School Addition is that it does not have adequate bracing as an independent structure for earthquake forces. In the longitudinal direction, minimal wall length is available for bracing the building due to substantial window openings in both the north and south walls. There is a steel frame present in the north wall, but the connections are not properly detailed to resist earthquake forces. In the transverse direction, three solid walls appear to provide adequate bracing, but the west wall is the only wall with a foundation. The other walls are supported on the first floor framing and are ineffective in bracing the building without an attached foundation below.

We recommend installing a partial concrete foundation below the existing wall on line C, as shown in Figure 1. We located this new foundation away from the plumbing obviously present at the south end of this wall. This will make the existing wall effective in bracing the building in the transverse direction. As a minimum level of work in the longitudinal direction, we recommend providing supplemental bracing by infilling four of the glass block clerestory windows in the south wall with plywood shear panels, also shown in Figure 1. This will provide adequate strength to brace the building in this direction without any additional work on the north wall. For this scheme the diagonal sheathing of the roof diaphragm must act in torsion to deliver loads to the solid transverse walls.

## Degenkolb

We expect the above scheme to adequately brace a building with the size and configuration of the School Addition. It was selected to minimize cost and disruption to the school. As an option for further reducing the potential for damage, additional bracing could be provided along the north longitudinal wall to eliminate the torsional demand on the roof diaphragm. This work is not shown on Figure 1, but could consist of partially infilling the tall windows with plywood shear panels on each side of the existing center pier, and adequately anchoring the assembly to the foundation. This optional work has the benefit of further reducing potential damage, but will increase cost and disruption to the school.

Degenkolb

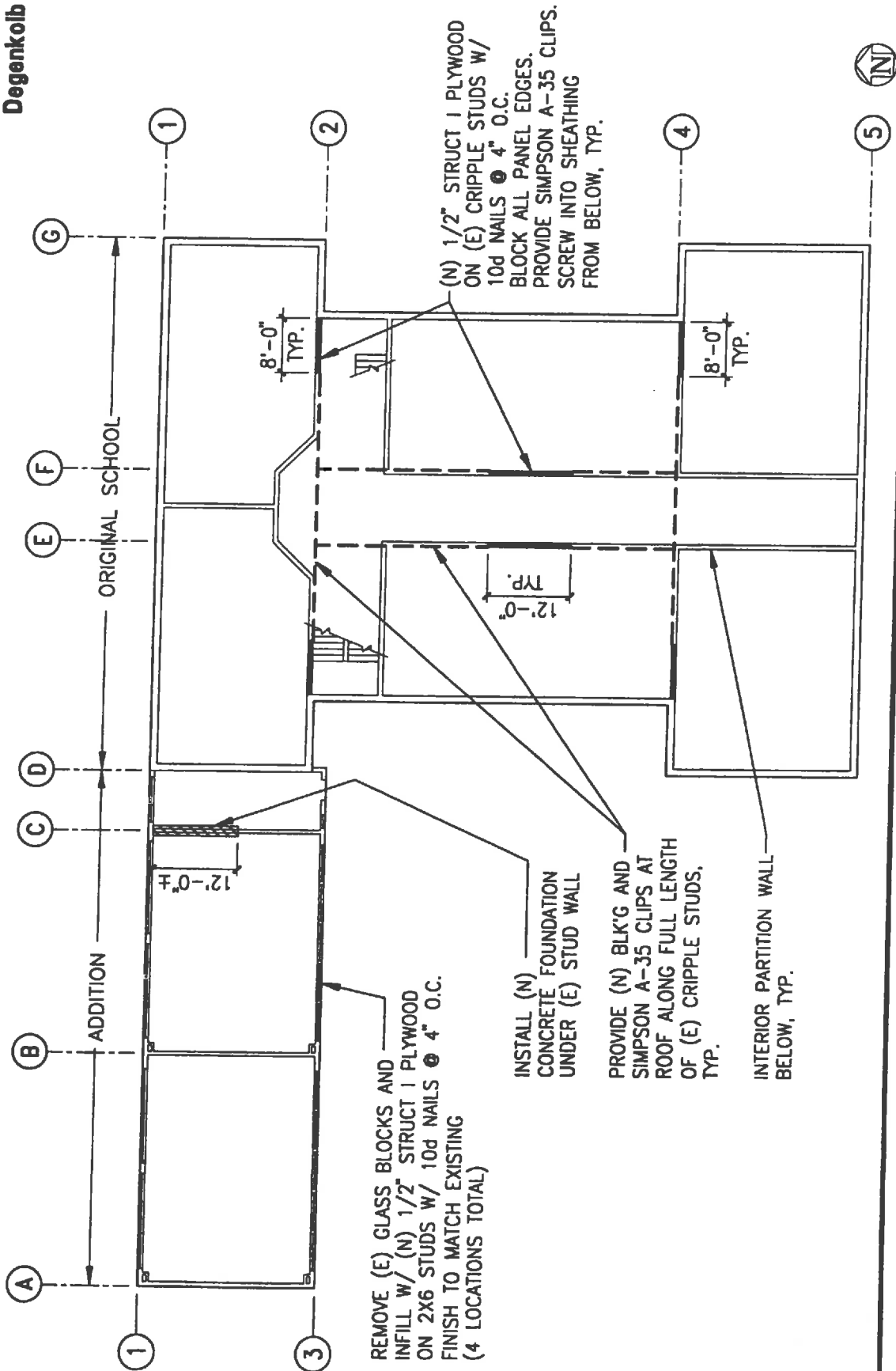


FIGURE 1 - FLOOR PLAN

Board Office Use: Legislative File Info.	
File ID Number	14-1628
Introduction Date	8-13-14
Enactment Number	14-1495
Enactment Date	8-13-14



OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools, Thriving Students

# Memo

**To** Board of Education  
**From** Jacqueline Minor, General Counsel  
**Board Meeting Date** August 13, 2014  
**Subject** **FACILITIES USE AGREEMENT BETWEEN DISTRICT AND YU MING CHARTER SCHOOL FOR USE OF GOLDEN GATE CHILD DEVELOPMENT CENTER, 6232 HERZOG STREET**

**Action Requested** Approval by the Board of Education of the Facilities Use Agreement Between District And Yu Ming Charter School For Use Of Golden Gate Child Development Center, 6232 Herzog Street

**Background**  
*A one paragraph explanation*

Yu Ming is a Mandarin Immersion charter operating under a County wide charter approved by the Alameda County Office of Education. Yu Ming currently leases a former parochial school in North Oakland from the Catholic Diocese and St. Columba Parish. By the end of the 2014-2015 school year, Yu Ming anticipates it will grow out of that space. Therefore, Yu Ming, sought to work with the District to develop a stable transition plan until it can secure a long-term facility. After inspecting the Golden Gate ECE site at 6232 Herzog, Yu Ming indicated an interest in using the site commencing in the 2014-15 school year. The District negotiated an agreement whereby except for the heating system, the necessary improvements would be undertaken by Yu Ming using contractors approved by the District. The cost of the repairs, not to exceed \$35,000 in any fiscal year shall be deducted from the in lieu Prop 39 rental rate. The improvements become the property of the District at the end of the two year lease term.

**Discussion**  
*One paragraph summary*

The Facilities Use Agreement For Use Of Golden Gate Child Development Center is for the term from August 1, 2014 through June 30, 2016, with an option to extend for one additional year. The rental rate is \$4.36 per square foot per year each year (approximately \$37,000), subject to deduction for the cost of agreed upon necessary repairs.

**Recommendation** Approval by the Board of Education of the Facilities Use Agreement Between District And Yu Ming Charter School For Use Of Golden Gate Child Development Center, 6232 Herzog Street from August 1, 2014 through June 30, 2016

**Fiscal Impact** Approximately \$37,000 in revenue minus the cost of repairs, not to exceed \$35,000

**Attachments** Facilities Use Agreement Between District And Yu Ming Charter and Attachments

**FACILITIES USE AGREEMENT BETWEEN  
OAKLAND UNIFIED SCHOOL DISTRICT AND  
YU MING CHARTER SCHOOL  
FOR USE OF CLASSROOM SPACE FOR EDUCATIONAL PURPOSES AT  
GOLDEN GATE CHILD DEVELOPMENT CENTER, 6232 HERZOG STREET  
WITHIN THE BOUNDARIES OF OAKLAND, CA**

THIS FACILITIES USE AGREEMENT ("Agreement") is effective August 1, 2014 by and between the **OAKLAND UNIFIED SCHOOL DISTRICT**, a public school district organized and existing under the laws of the State of California ("District"), and **YU MING CHARTER SCHOOL**, a California non-profit public benefit corporation ("Charter School"). District and Charter School may be referred to herein individually as a "Party" or collectively as the "Parties."

**RECITALS**

**WHEREAS**, Charter School is a non-profit public benefit corporation that is operating a K-8 Mandarin Immersion charter approved by the Alameda County Board of Education;

**WHEREAS**, the District and Charter School enter into this Agreement for the Charter School to use facilities (the "Premises") located at Golden Gate CDC, 6232 Herzog Street, Oakland, CA, commencing with the 2014-2015 school year; and

**NOW THEREFORE**, in consideration of the covenants and agreements hereinafter set forth, the Parties agree as follows:

**AGREEMENT**

1. **Use of Premises.** District agrees to allow use of the Premises by Charter School for the sole purpose of operating Charter School's educational program in accordance with all applicable federal, state and local regulations relating to the Premises and to the operation of Charter School's educational program. Charter School shall not use the Premises for any use other than that specified in this Agreement without the prior written consent of District.
  - 1.1. Charter School shall not commit, or suffer to be committed, any waste upon the Premises, or allow any sale by auction upon the Premises, or allow the Premises to be used for any unlawful purpose, or place any loads upon the floor, walls or ceiling which endanger the structure, or place any harmful liquids in the plumbing, sewer or storm water drainage system of the Premises. No waste materials or refuse shall be dumped upon or permitted to remain upon any part of the Premises except in trash containers designated for that purpose.
  - 1.2. Any uses which involve the serving and/or sale of alcoholic beverages and the conducting of games of chance are prohibited on the Premises. Charter School shall comply with District-wide policy prohibiting the use of tobacco products on the Premises at all times.

- 1.3. Charter School shall not use or permit the use of the Premises or any part thereof for any purpose which is inimical to public morals and welfare or morally objectionable as unsuitable for a public educational facility.
- 1.4. If required, Charter School shall obtain a use permit from the City in which the School Site is located for Charter School's use throughout the Term. Charter School shall require all invitees and guests to use the Premises only in conformance with the permitted use and with applicable governmental laws, regulations, rules and ordinances.
- 1.5. Charter School shall not do or permit anything be done in or about the Premises nor bring or keep anything therein which will in any way increase the District's existing insurance rate or affect any fire or other insurance upon the Premises, or cause a cancellation of any insurance policy covering the Premises or any part thereof or any of the contents of the Premises, nor shall the Charter School sell or permit to be kept, used or sold in or about the Premises any articles which may be prohibited by a standard form policy of fire insurance.
- 1.6. **Civic Center Act.** Charter School agrees to comply with the provisions of the Civic Center Act (Education Code §§ 38131 et seq.) to make the Premises accessible to members of the community. The Parties understand that the Premises are to be used primarily for educational programs and activities and as such, any use of the Premises by the Community shall not interfere with Charter School's educational program. Any request received by Charter School for use of the Premises pursuant to the Civic Center Act shall be promptly forwarded to the District. District shall be responsible for coordinating access to the Premises under the Civic Center Act.

## **2. Term.**

- 2.1. The term of this Agreement shall be for two years with an option to renew the term of the agreement for a period of one (1) year upon three (3) months prior written notice from the date the original Term expires under the same terms and conditions, except, if the option is exercised, as provided in Paragraph 3.1 below, the rental rate shall be the 2016-17 Proposition 39 rate. The commencement date shall be August 1, 2014, ("Commencement Date"), and, unless sooner terminated under any provision hereof, this Agreement shall end on June 30, 2016 ("Term"), unless the option to extend is exercised.

## **3. Rental Rate.**

- 3.1. The rent shall be \$4.36 per square foot per year each year (approximately \$37,000 for 8500 square feet). If the option to renew for a third year is executed, the rental rate may be adjusted to align with the District's standard calculated rate for all charter schools occupying district space under Proposition 39, in-lieu of Proposition 39, and Joint Use agreements.
- 3.2. Each year's rent shall be paid in four installments: 25% by October 1, 25% by December 1, 25% by April 1, and 25% by July 1.

- 3.3. The Charter School may choose to prepay any of the installment payments without incurring a prepayment penalty from the District. Either the Charter School or the District may call, at any time, for a meeting to discuss adjustments or reconciliation of these figures when a reasonable basis exist to think that these estimates do not reflect actual amounts owing.
- 3.4. The Rent does not include Site-specific costs which the school must include in its own budget. The Rent does not include, among other items, utilities as defined in Section 4 below, the cost of computers, computer lab, laptop carts, server equipment, internet service, phone service, audio-visual equipment, custodial, or campus security.
- 3.5. If the Charter School disputes any fee or charge, it shall send written notification to the District. The Charter School has the right to submit the issue for resolution in accordance with the dispute resolution procedures outlined herein. Pending resolution of any dispute resolution procedures relating to the fee or charge, the Charter School shall only be required to continue paying any undisputed amount. Upon resolution of the dispute relating to the fee or charge, and based upon the ultimate resolution thereof, the Parties shall reconcile the amounts owed. The Charter School withholding disputed funds is not grounds for revocation.
- 3.6. Charter School acknowledges that late payment by Charter School to District of the Rent and other sums due hereunder will cause District to incur costs not contemplated by this Agreement, the exact amount of which will be extremely difficult to ascertain. Those costs include, but are not limited to, processing and accounting charges. Accordingly, if District does not receive any installment of the Rent or any other sum due from Charter School by 4:00 p.m. within ten (10) days after the Rent is due, Charter School shall pay to District, as additional sums due, a late charge equal to five percent (5%) of the overdue amount or the maximum amount allowed by law, whichever is less. The Parties hereby agree that any late charge assessed to Charter School shall represent a fair and reasonable estimate of the costs District will incur by reason of late payment by Charter School. Acceptance of any late sums by District shall in no event constitute a waiver of Charter School's default with respect to any overdue amount, nor prevent District from exercising any of its other rights and remedies granted hereunder.
4. **Utilities.** Subject to Paragraph 3.4 above, the District shall furnish or cause to be furnished to the Premises necessary utilities. For purposes of the Agreement, utilities include electrical, natural gas, sewer, waste disposal/recycling and water services. The District's failure to furnish or cause to be furnished utilities when the failure is caused by (i) acts beyond the reasonable control of the District; (ii) strikes, lockouts, labor disturbances or labor disputes of any kind; (iii) any laws, rules, orders, ordinances, regulations, requirements or any other action by federal, state, county or municipal authority; or (iv) any other unavoidable delay, shall not cause the District to be in default of the Agreement and shall not result in any liability of the District. Charter School shall comply with all District energy conservation policies relating to use of the Premises.
5. **Additional Services.** Charter School and District may negotiate additional services, maintenance or equipment as requested by Charter School. District shall assess Charter School separately for

the cost to provide the additional services, if any.

**6. Condition of Premises.**

6.1 The parties have identified certain maintenance and repairs that are necessary to make the premises useable by Yu Ming for its intended purpose. The repairs are delineated on Attachment A, which is incorporated into this Agreement. With respect to the repairs on Attachment A, the Parties agree as follows:

- a) The District will agree to deduct from the rent an amount not to exceed \$35,000 per year for the costs of improvements identified by Yu Ming as necessary to make the site useable by Yu Ming
- b) Cost of the work identified on the Attachment A task matrix as "YMCS" is not deductible from the \$35,000
- c) Heating system repair work will be completed by the District at the District's cost and expense
- d) All improvement work shall be done by Yu Ming with licensed contractors, selected by Yu Ming and/or by supervised by licensed contractors
- e) All construction must meet California Building Code requirements, including Fire Code, for an E-occupancy use
- f) Final District sign off before occupancy

6.2 The District is not aware of any defect in or condition of the Premises that would prevent their use for the Charter School's purposes. The District has not received any notice of violation of statute, ordinance, regulation, order or holding from any state or federal agency with jurisdiction over the Premises that calls into question the appropriateness or sufficiency of the Premises for their intended purpose. The District, at its expense, shall remain responsible for compliance with all applicable laws regarding the Premises during the Term of this Agreement. Charter School, at its expense, shall comply with all applicable laws, regulations, rules and orders with respect to its use and occupancy of the Premises, including, without limitation, those relating to health, safety, noise, environmental protection, zoning compliance and approvals, waste disposal, and water and air quality. The Charter School shall not be responsible for any and all environmental conditions that existed prior to the Charter School's occupancy of the Premises, so long as such environmental conditions are not exacerbated by the Charter School's negligence or willful misconduct. Except as set forth in Section 6.1, the District shall remain responsible for compliance with the ADA, FEHA, and other applicable building code standards for any existing compliance issue prior to the date of execution of this Agreement or that are not triggered by any modifications or improvements made by the Charter School. Except as set forth in Section 6.1, the Charter School shall only assume responsibility for compliance with ADA and FEHA access rights to the extent of any modifications or improvement made by the Charter School. Should any modifications or improvements made by the Charter School change or affect the character of any existing

improvements, Charter School shall be responsible for bringing said existing improvements into compliance with ADA, FEHA, and other applicable building code standards. Charter School shall comply with all applicable licensing, payment and performance bond and prevailing wage laws with respect to all modifications.

6.3 Subject to Section 6.1, the Parties agree that if the structural elements of the Premises become damaged to a lesser condition than currently exists, and if the structural damage is due to no fault or negligence of Charter School, then District will repair the damage in order to bring it back to a condition which is similar to the condition which exists at the time Charter School takes possession of the Premises. District may, however, terminate this Agreement if the cost to repair the Premises exceeds Five Hundred Thousand dollars (\$500,000) per incident and/or the District does not receive insurance proceeds to cover the full cost of the repairs. District shall pro-rate the Rent during the "repair" period for the portion of the Premises made unavailable to the Charter School, if the resulting structural damage prohibits Charter School from carrying out its normal daily activities and if alternative District facilities are available, shall provide the Charter School with temporary facilities to house the portion of its population displaced by the repairs. If District elects not to perform a repair estimated to cost in excess of Five Hundred Thousand dollars (\$500,000), and the District does not receive insurance proceeds to cover the full cost of the repairs, Charter School may elect to remain in possession of the Premises and pay the Rent, unless revised through mutual agreement of the Parties, or Charter School may elect to terminate this Agreement. If either District or Charter School elects to terminate this Agreement pursuant to this Section, and if alternative District facilities are available, the District shall provide temporary facilities for the remainder of the school year to house the Charter School's entire student population, so as to avoid any interruption in the educational program of the Charter School.

6.4 As used in the Agreement, the term "structural elements of the building" are defined as and shall be limited to the foundation, footings, floor slab but not flooring, structural walls excluding glass and doors, and the roof excluding skylights. Plumbing, electrical and heating systems shall be considered "structural elements of the building" excluding, however, those repairs and maintenance items which can be completed without wall or floor removal in which case these repairs shall be the responsibility of Tenant unless they constitute major or deferred maintenance in which case these repairs are the responsibility of the District.

**7. Title to School Site(s) / Classroom Buildings.** The Parties acknowledge that title to the Premises is held by District.

**8. District's Entry and Access to Premises.** District and its authorized representatives shall have the right, after two school-days' prior written notice to Charter School, to enter the Premises during normal business hours for the purpose of inspection ("Inspection"); or to perform deferred maintenance in or on the Premises in a manner so as not to disrupt the normal classroom and school activities; provided, however, that in an emergency situation, no prior notice shall be required. In an emergency, District shall give notice to Charter School immediately upon District's receipt of notification of any emergency. If Charter School is not present to open and permit an entry into the Premises in an emergency situation as reasonably

determined by District, District may enter by means of a master key without liability to Charter School.

- 8.1. If Charter School is violating the use restrictions of the Agreement or is not in material compliance with any applicable law, then all reasonable costs and expenses reasonably and actually incurred by District in connection with any Inspection shall become due and payable by Charter School as additional sums due District, within ten (10) days of presentation by District of an invoice for the Inspection.
- 8.2. If Charter School fails to perform any covenant or condition to be performed by Charter School pursuant to the Agreement or the Charter School's charter, District and its authorized representative shall have the right, after reasonable prior written notice to Charter School, to enter the Premises during normal business hours for the purpose of performing the covenant or condition at District's option after thirty (30) days' written notice to and failure to perform by Charter School (provided, no written notice is required in the case of emergencies). All costs incurred by District in shall be reimbursed to District by Charter School within ten (10) days of written demand, together with interest at the Interest Rate computed from the date incurred by District until paid. Any performance by District of Charter School's obligations shall not waive or cure the default. All reasonable out-of-pocket costs and expenses actually incurred by District, including reasonable attorneys' fees (whether or not legal proceedings are instituted), in collecting the fees herein or enforcing the obligations of Charter School under the Agreement shall be paid by Charter School to District within ten (10) days of written demand.

District may, during the progress of such work, keep and store on the Premises all necessary materials, tools, supplies and equipment. District shall not be liable for inconvenience, annoyance, disturbance, loss of business or other damage to Charter School by reason of making the repairs or the performance of any work, but shall use reasonable efforts during the course of any access of the Premises to not disrupt Charter School's classroom and instructional activities.

- 8.3. Notwithstanding the foregoing and without further notice, District shall have the right to enter the Premises to conduct its own operations, to perform any routine or deferred maintenance, custodial services, or conduct inspections of the Premises. District will use reasonable efforts during the course of any access of the Premises to not disrupt Charter School's classroom and instructional activities.
- 8.4. Charter School expressly waives any claim for damages for any inconvenience to or interference with the Charter School's educational program, any loss or use of quiet enjoyment of the Premises related to District's entry into the Premises for the purposes identified in this Section.

## **9. Surrender of Premises.**

- 9.1. On the last day of the Term, or on sooner termination of this Agreement, Charter School shall surrender the Premises to District and any existing improvements in good order, condition and repair, free and clear of all liens, claims and encumbrances. The condition

of the Premises when surrendered shall be similar to that existing as of the Commencement Date of this Agreement excepting normal ordinary wear and tear and any structural improvements made by District subsequent to the Commencement Date. This Agreement shall operate as a conveyance and assignment to District of any improvements identified by District to remain on the Premises.

- 9.2. Charter School shall remove from the Premises all of Charter School's personal property, trade fixtures, and any improvements made by Charter School which Charter School and District agreed would be removed by Charter School and which may be removed without irreparable or material damage to the Premises. Removal of Charter School's property shall be subject to all applicable laws, including any local permits and/or approval by the California Department of General Services, Division of the State Architect.
- 9.3. All property that is not removed on or before the end of the Term shall be deemed abandoned by Charter School. District, upon fifteen (15) days written notice, may either (1) accept ownership of Charter School's Improvements with no cost to District, or (2) remove Charter School's Improvements at Charter School's sole expense. If the District chooses to accept ownership of Charter School's Improvements, Charter School shall execute any necessary documents to effectuate the change in ownership of Charter School's Improvements. If the District removes Charter School's Improvements, Charter School shall pay all invoices for the removal of Charter School's Improvements within thirty (30) days of receipt of an invoice. If the Premises are not surrendered at the end of the Term or upon earlier termination of this Agreement, Charter School shall indemnify District against loss or liability resulting from delay by Charter School in surrendering the Premises including, without limitation, any claims made by any succeeding charter school or loss to District due to lost opportunities to timely obtain succeeding tenants.
- 9.4. Holding Over. If Charter School remains in possession of the Premises or any part thereof after the end of the Term or upon earlier termination of this Agreement without the express written consent of District, Charter School's occupancy shall be a tenancy on a month-to-month basis for a Rent equal to one hundred fifty percent (150%) of all monthly sums charged and owing the previous thirty (30) calendar day period.
- 9.5. No payment of money by Charter School after the termination of the Agreement, or after the giving of notice of termination by the District to the Charter School, shall reinstate, continue or extend the Term.

## **10. Potential Sale and Non-Disturbance.**

- 10.1. **Sale of the Premises.** Should District ever seek to sell the fee interest in the Premises and the improvements thereon during the Term of this Agreement, Charter School shall be entitled to whatever priority that may exist under State law at that time for charter schools with respect to purchase of publicly-owned lands. Nothing in this Agreement shall be construed as providing Charter School with an option to purchase the Premises, or as providing Charter School with a priority to purchase the Premises contrary to any provision of State law.

- 10.2. **District's Right to Assign.** District's interest in this Agreement may be assigned to any mortgagee or trust deed beneficiary as additional security. Nothing in this Agreement shall empower Charter School to do any act without District's prior consent which can, shall or may encumber the title of District of all or any part of the Premises.
- 10.3. **Non-Disturbance.** In the event of the sale, encumbrance, hypothecation, conveyance or transfer of title to the Premises by District for any reason whatsoever (collectively "Transfer"), such Transfer shall be subject to the execution of a non-disturbance agreement reasonably acceptable to Charter School.
11. **Taxes; Assessments.** Charter School shall pay any assessment on any improvements which Charter School constructs or causes to be constructed on the Premises, whether real estate, general, special, ordinary or extraordinary, or rental levy or tax, improvement bond, and/or fee imposed upon or levied against Charter School's legal or equitable interest created by this Agreement, and the taxes assessed against and levied upon Charter School's alterations and utility installations that may be imposed by any authority having the direct or indirect power to tax and where the funds are generated with reference to the Premises' address and where the proceeds so generated are applied by the city, county or other local taxing authority having jurisdiction. The provisions of this Section shall survive the expiration or earlier termination of this Agreement.
12. **Maintenance.**
- 12.1. **Routine Repair and General Maintenance.** Charter School shall be responsible for the routine repair and general maintenance of the Premises and any furnishing or equipment provided to Charter School. For purposes of the Agreement, "routine repair and general maintenance" shall mean the school facility component work performed on an annual basis each year to keep facilities in proper operating condition. The District will provide Charter School with access or reference to its Maintenance and Operations Policies and Procedure Manual, Integrated Pest Management Policy and any other policies, procedures or guidelines regarding standards for performing routine repair and general maintenance work.
- 12.2. **Deferred Maintenance.** District shall be responsible for the major and deferred maintenance of the Premises. For purposes of the Agreement, "major maintenance" includes, for example, the major repair or replacement of plumbing, heating, ventilation, air conditioning, electrical, roofing, and floor systems, exterior and interior painting, and any other items considered deferred maintenance under Education Code section 17582. All other kinds of maintenance shall be considered routine maintenance and shall be the responsibility of the Charter School. The District shall only be obligated to perform deferred maintenance on the Premises on an equivalent basis as that performed at other comparable District school sites.
- 12.3. Charter School shall comply with the District's Guide for Charter Schools in Oakland Unified School District Facilities attached hereto as Attachment "B," in making maintenance requests and/or meeting Charter Schools' maintenance obligations pursuant to this Agreement.

**13. Title to and Removal of Charter School's Improvements / Premises; Equipment Requirements.**

- 13.1. Except as otherwise contemplated under Section 6.1, Charter School shall not construct or cause to be constructed on the Premises any improvements ("Charter School's Improvements") without express prior written consent from District. For District consent and approval, Charter School's Improvements must be considered necessary to the operation of its educational program.
- 13.2. Charter School shall at its own expense obtain all necessary environmental and governmental approvals and permits, including, without limitation, the California Environmental Quality Act ("CEQA"), any necessary approvals from any local authority including any site, grading, zoning, design review and other required permits or approvals, if applicable, prior to commencing construction and shall provide District with evidence of approval by all applicable governmental agencies.
- 13.3. Any modifications to the Premises must be approved in writing in advance by District. Charter School's contractor must be approved in advance by District. All contractors and subcontractors of Charter School, if any, shall be duly licensed in the State of California. Charter School shall be solely responsible for maintaining the Premises and Charter School's Improvements installed thereon during the Term, including any extensions, and for compliance with all applicable laws or ordinances, rules and regulations.
- 13.4. Charter School must seek and receive approval from the Division of the State Architect for any Charter School Improvements that would require DSA approval if performed by the District.
- 13.5. Charter School shall not install any ovens, stoves, hot plates, toasters, or similar items (not including microwave ovens) without the prior written consent of the District.
- 13.6. Yu Ming shall indemnify and hold the District and its Board, administrators, employees, agents, volunteers, and subcontractors ("Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of the Letter of Intent dated July 6, 2014 a copy of which is attached hereto as Attachment C, and/or the maintenance, construction or repair work undertaken by Yu Ming or on behalf of Yu Ming prior to occupancy of the premises, to the extent that such loss, expense, damage or liability was caused by negligence or willful misconduct of Yu Ming, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by Yu Ming (excluding Indemnities), except for any losses arising out of the active negligence of the District and its Board, administrators, employees, agents, volunteers, and subcontractors. Charter School shall provide District with at least ten (10) days written notice prior to commencement of any work which could give rise to a mechanics' lien or stop payment notice. District has the right to enter upon the Premises for the purpose of posting Notices of Non-responsibility. In the event a lien is imposed upon the Premises as a result of such construction, repair, alteration, or installation, Charter School shall either:

13.6.1. Record a valid Release of Lien; or

13.6.2. Deposit sufficient cash with District to cover the amount of the claim on the lien in question and authorize payment to the extent of the deposit to any subsequent judgment holder that may arise as a matter of public record from litigation with regard to the lien-holder claim; or

13.6.3. Procure and record necessary bonds that frees the Premises from the claim of the lien from any action brought to foreclose the lien.

If Charter School fails to accomplish one of these three optional actions within fifteen (15) days after the filing of any lien or stop payment notice and after receiving written notice from the District regarding the lien, the Agreement shall be in default and shall be subject to immediate termination.

**14. Fingerprinting and Criminal Background Verification.** Charter School shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in California Education Code section 45125.1, which may be met under the fingerprinting provisions of Title 22 of the California Code of Regulations and applicable provisions of the California Health and Safety Code relevant to community care facility licensing (Health & Saf. Code, § 1500 et seq.). Charter School shall provide written verification of compliance with the fingerprinting and criminal background investigation requirements to District prior to Charter School taking possession of the Premises and prior to conducting its educational program on the Premises. District shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in California Education Code section 45125.1 for all employees, contractors, agents or other individuals it sends to the Premises.

**15. Default.**

15.6. **Charter School's Default.** The occurrence of any one of the following events shall be considered a default of the Agreement by Charter School:

15.6.1. The failure of Charter School to promptly pay the Rent or other fees identified herein when due hereunder, which failure continues for fifteen (15) days after written notice thereof by District to Charter School; provided, however, that any notice shall be in lieu of, and not in addition to, any notice required under Code of Civil Procedure section 1161, and the three (3) day cure period shall run concurrently with any cure period required under California law, including Code of Civil Procedure section 1161;

15.6.2. The revocation or non-renewal of the Charter School's charter, but only after the Charter School has exhausted all appeals of any such revocation or non-renewal;

15.6.3. The failure of Charter School to observe or perform any of its other covenants or obligations hereunder, which failure continues for thirty (30) days after written notice thereof by District to Charter School (unless the nature of the default is such that more than thirty (30) days are required for its cure and Charter School

shall have commenced a cure within the thirty (30) day period and thereafter diligently prosecute the same to completion; provided, however, in no event shall the default continue for more than one hundred twenty (120) days after written notice thereof by District to Charter School); provided, however, that any notice shall be in lieu of, and not in addition to, any notice required under Code of Civil Procedure section 1161, and the thirty (30) day cure period shall run concurrently with any cure period required under California law, including Code of Civil Procedure section 1161;

15.6.4. Charter School's abandonment of the Premises for a period of fifteen (15) consecutive days (with or without the payment of fees), it being agreed that the fact that any of Charter School's property remains in the Premises shall not be evidence that Charter School has not vacated or abandoned the Premises; provided, however, any normal District or Charter School holidays or vacation days shall not constitute abandonment of the Premises;

15.6.5. The making by Charter School of any general assignment or general arrangement for the benefit of creditors; the filing by or against Charter School or any guarantor of the Agreement of a petition to have Charter School or any guarantor of the Agreement adjudged a bankrupt or a petition for reorganization or arrangement under any law relating to bankruptcy (unless, in the case of a petition filed against Charter School or any guarantor of the Agreement, the same is dismissed within sixty (60) days); the appointment of a trustee or receiver to take possession of substantially all of the Charter School's assets located at the Premises, or of Charter School's interest in the Agreement, where possession is not restored to Charter School within thirty (30) days; or the attachment, execution or other judicial seizure of substantially all of Charter School's assets located at the Premises or of Charter School's interest in the Agreement, where such seizure is not discharged within thirty (30) days.

15.6.6. The assignment, subletting or other transfer, or any attempted assignment, subletting or other transfer, of the Agreement.

In the event of any default by Charter School, District shall have the right, in addition to all other rights available to District under the Agreement or now or later permitted by law or equity, to terminate the Agreement by providing Charter School with a notice of termination. Upon termination of the Agreement, District may recover from Charter School the worth at the time of award of the unpaid Rent and any other accrued fees which are due at the time of termination. In addition, upon termination, Charter School shall immediately vacate the Premises.

The rights and remedies of District set forth herein are not exclusive, and District may exercise any other right or remedy now or later available to it under the Agreement, at law or in equity.

15.7. **District's Default.** District shall not be in default of any of its obligations hereunder, unless District fails to perform such obligations within a reasonable time, but in no

event less than thirty (30) days, after written notice by Charter School to District specifying that District has failed to perform its obligations; provided, however, that if the nature of District's default requires more than thirty (30) days to cure, District shall not be in default if District commences a cure within thirty (30) days and thereafter diligently prosecutes the same to completion.

Charter School shall have no rights as a result of any default by District until Charter School gives thirty (30) days' notice to District specifying the nature of the default. District shall then have the right to cure the default, and District shall not be deemed in default if it cures the default within thirty (30) days after receipt of the notice of the default, or within a longer period of time as may reasonably be necessary to cure the default; provided, however, in no event shall the default continue for more than one hundred and twenty (120) days after written notice thereof by Charter School to District.

## **16. Eminent Domain.**

- 16.1 Termination of Agreement by Eminent Domain.** This Agreement shall terminate if the Premises is permanently taken under the power of eminent domain. If only a portion of the Premises is permanently taken under the power of eminent domain, the District or Charter School may elect to terminate this Agreement by providing sixty (60) days' written notice to the other Party. In the event of a permanent partial taking which does not result in termination of this Agreement, the Rent shall be proportionately reduced based on the portion of the Premises rendered unusable, and the District shall restore the Premises by constructing a demising wall deemed necessary by the District to separate the Charter School Premises from the portion permanently taken. In the event the District terminates this Agreement pursuant to this Section, the District shall make best efforts to house Charter School's entire program in a contiguous facility for the remainder of the Charter School's planned school year. If the District cannot house the Charter School's entire program in a single contiguous facility, the District shall make best efforts to provide Charter School with classrooms sufficient to house the Charter School's entire program across multiple facilities or by use of temporary modular classrooms.
- 16.2 Allocation of Condemnation Award.** In the event of a permanent condemnation or taking of all or part of the School Site, the District shall be entitled to any and all awards which may be made in such taking or condemnation relating to all interests, including the fee title, to the School Site. Nothing contained in this Article shall be deemed to give the District any interest in or to require Charter School to assign to the District any separate award as designated by the condemning authority made to Charter School for (i) the taking of Charter School's personal property, (ii) interruption of or damage to Charter School's business, or (iii) amounts attributable to Charter School's relocation expenses.
- 16.3 Temporary Taking.** No temporary taking of the Premises or any part of the Premises and/or of Charter School's rights to the Premises under this Agreement shall terminate this Agreement or give Charter School any right to any abatement of any payments owed to the District pursuant to this Agreement, provided that such temporary taking does not continue for more than five (5) consecutive days or a total of five (5) non-

consecutive days in any thirty (30) day period. Any award made by reason of such temporary taking shall belong entirely to the District, except as to compensation for (i) the temporary taking of Charter School's personal property, (ii) interruption of or damage to Charter School's business, or (iii) amounts attributable to Charter School's temporary relocation expenses.

**17 Indemnification.**

The District and Charter School hereby agree and acknowledge that the relationship between the District and Charter School for purposes of this Agreement is solely a landlord/tenant relationship and not a principal/agent relationship or any other relationship. Charter School is acting on its own behalf in operating from the Premises any school thereon (or any other purpose(s) thereupon) and is not operating as an agent of the District.

To the fullest extent permitted by law, Charter School shall indemnify, defend, release and protect the District, its affiliates, successors and assigns, and its officers, directors, shareholders, board members, other members, partners, agents and employees (for purposes of this subsection, "Indemnified Party" or "Indemnified Parties") and hold the Indemnified Parties harmless from any and all losses, costs, damages, expenses and liabilities (including without limitation court costs and reasonable attorneys' fees) incurred in connection with or arising from any cause (i) in the use or occupancy by Charter School of the Premises (including without limitation, the operation by Charter School of the School from the Premises), or (ii) in connection with the operations by Charter School at the Premises, including without limiting the generality of the foregoing:

(a) Any default by Charter School in the observance or performance of any of the terms, covenants or conditions of the Agreement on Charter School's part to be observed or performed;

(b) The use or occupancy of the Premises by Charter School or any person claiming by, through or under Charter School or Charter School's employees, agents, contractors, licensees, directors, officers, partners, trustees, visitors or invitees, or any such person in, on or about the Premises either during the Term of the Agreement or after the expiration of the Term of the Agreement (singularly, "Liability"; collectively, "Liabilities"); and

(c) Any claim by a third party that the District is responsible for any actions by Charter School in connection with any use or occupancy of the Premises or in any way related to this Agreement.

This indemnity and hold harmless provision shall exclude actions brought against the District arising out of the negligence, intentional acts, misconduct, errors or omissions of the District and/or the District affiliates, successors and assigns, and its officers, directors, shareholders, board members, other members, partners, agents and employees.

The provisions of this Section shall survive the expiration or sooner termination of this Agreement.

**18. Insurance.**

18.1. Insurance is to be placed with insurers with a current A.M. Best Insurance rating of no less than A-minus: VII or self-insure as permitted by CA Gov't Code 990.4 and 990.8 as well as CA Education Code 17566 and subject to the approval of District. Charter School shall furnish District with the original certificates and amendatory endorsements effecting coverage required.

18.2. Charter School acknowledges that the insurance to be maintained by District on the School Site will not insure any of Charter School's property or improvements made by Charter School.

18.3. Charter School shall, at Charter School's expense, obtain and keep in force during the term of this Agreement a policy of commercial general liability insurance and a comprehensive auto liability policy insuring District and Charter School against claims and liabilities arising out of the operation, condition, use, or occupancy of the Premises and all areas appurtenant thereto, including parking areas. Charter School's comprehensive auto liability policy shall insure all vehicle(s), whether hired, owned or non-owned. Charter School's commercial general insurance shall be at least as broad as the Insurance Service Office (ISO) CG 00-01 form and in an amount of not less than One Million dollars (\$1,000,000) for bodily injury or death and property damage as a result of any one occurrence and Two Million dollars (\$2,000,000) general aggregate policy limit. In addition, Charter School shall obtain a products/completed operations aggregate policy in the amount of One Million dollars (\$1,000,000). The insurance carrier, deductibles and/or self insured retentions shall be approved by District, which approval shall not be unreasonably withheld. Prior to the Commencement Date, Charter School shall deliver to District a certificate of insurance evidencing the existence of the policies required hereunder and copies of endorsements stating that such policies shall:

18.3.1. Not be canceled or altered without thirty (30) days prior written notice to Charter School who will in turn notify District;

18.3.2. State the coverage is primary and any coverage by District is in excess thereto;

18.3.3. Contain a cross liability endorsement; and

18.3.4. Include a separate endorsement naming District as an additional insured.

At least thirty (30) days prior to the expiration of each certificate, and every subsequent certificate, Charter School shall deliver to District a new certificate of insurance consistent with all of the terms and conditions required in connection with the original certificate of insurance as described above.

18.4. During the Term, District shall maintain at its cost a policy of standard fire and casualty insurance limited to the value of the buildings and improvements located on the School Site as of the Commencement Date. In the event of loss or damage to the School Site,

the buildings, the Premises or any contents, each Party, and all persons claiming under the Party, shall look first to any insurance in its favor before making any claim against the other Party, and to the extent possible without adding additional costs, each Party shall obtain for each policy of insurance provisions permitting waiver of any claim against the other Party for loss or damage within the scope of the insurance and each Party, to the extent permitted, for itself and its insurers, waives all such insurance claims against the other Party.

18.4.1. No use shall be made or permitted to be made of the Premises, nor acts done, that will increase the existing rate of insurance upon the building or buildings of the Premises or cause the cancellation of any insurance policy, covering same, or any part thereof, nor shall Charter School sell, or permit to be kept, used, or sold in or about the Premises any article that may be prohibited by the standard form of fire insurance policies. Charter School shall, at its sole cost and expense, comply with any and all requirements pertaining to the Premises, of any insurance organization or company, necessary for the maintenance of reasonable fire and casualty insurance, covering the Premises' buildings, or appurtenances. Fire and casualty insurance premium increases to District due to equipment and/or activities of Charter School shall be charged to Charter School.

18.5. During the Term, Charter School shall comply with all provisions of law applicable to Charter School with respect to obtaining and maintaining workers' compensation insurance. Prior to the commencement and any renewal of this Agreement and Charter School's occupancy of the Premises, Charter School shall provide District, as evidence of this required coverage, a certificate in a form satisfactory to District on or before the commencement or renewal date, providing that insurance coverage shall not be canceled or reduced without thirty (30) days prior written notice to District.

19. **Signs.** Charter School may, at Charter School's sole cost, have the right and entitlement to place an onsite sign on the Premise to advertise Charter School's educational program, provided Charter School obtains the prior written approval and consent of District. District's approval and consent shall not be unreasonably withheld. Any signs shall be at Charter School's cost and in compliance with the local ordinances pertaining thereto. In connection with the placement of Charter School's signs, District agrees to cooperate with Charter School in obtaining any governmental permits which may be necessary. Throughout the Term Charter School shall, at its sole cost and expense, maintain the signage and all appurtenances in good condition and repair. At the termination of the Agreement, Charter School shall remove any signs which it has placed on the Premises and School Site, and shall repair any damage caused by the installation or removal of Charter School's signs.

20. **Notice.** Any notice required or permitted to be given under the Agreement shall be deemed to have been given, served and received if given in writing and personally delivered or either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service or facsimile transmission, addressed as follows:

**DISTRICT:**  
Office of Charter Schools  
Tilden School, Room 9

4551 Steele Street  
Oakland, CA 94619  
Attn: Coordinator

Office of the General Counsel  
1000 Broadway Suite 398  
Oakland, CA 94607  
510-879-8535

CHARTER SCHOOL:  
Gloria Lee, Chair Board of Directors  
Yu Ming Charter School  
Golden Gate CDC  
6232 Herzog Street  
Oakland, CA

CHARTER SCHOOL:  
Gloria Lee, Chair Board of Directors  
Yu Ming Charter School  
1086 Alcatraz Avenue  
Oakland, CA

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by certified or registered mail shall be effective three (3) days after deposit in the United States mail.

## **21. Dispute Resolution.**

- 21.1. Notwithstanding anything in this Agreement to the contrary, disputes between Charter School and the District regarding this Agreement, including, the alleged violation, misinterpretation, or misapplication of this Agreement, Proposition 39, or State Regulations shall be resolved using the dispute resolution process identified below.
- 21.2. The Party initiating the dispute resolution process shall prepare and send to the other Party a notice of dispute that shall include the following information: (1) the name, addresses and phone numbers of designated representatives of the Party (the designated representatives must be an employees(s) of Charter School or the District); (2) a statement of the facts of the dispute, including information regarding the Parties attempts to resolve the dispute; (3) the specific sections of the Agreement that are in dispute; and (4) the specific resolution sought by the Party. Within ten (10) business days from receipt of the notice of dispute representatives from Charter School shall meet with representatives from the District in an informal setting to try to resolve the dispute.
- 21.3. If the informal meeting fails to resolve the dispute the Party initiating the dispute resolution process shall notify the other Party (the responding party) in writing that it

intends to proceed to mediation of the dispute and shall request the State Mediation and Conciliation Service ("SMCS") to appoint a mediator within ten (10) business days to assist the parties in resolving the dispute (if the SMCS is unable or refuses to provide a mediator the parties shall mutually agree upon a mediator with fifteen (15) days from notice that SMCS will be unable to provide a mediator). The initiating party shall request appointment of a mediator who is available to meet as soon as possible but not later than thirty (30) calendar days after receipt of the request for appointment. The party initiating the dispute shall forward a copy of the notice of the dispute to the appointed mediator. The responding party shall file a written response with the mediator and serve a copy on the initiating party within seven (7) business days of the first scheduled mediation. The mediation procedure shall be entirely informal in nature; however, copies of exhibits upon which either party bases its case shall be shared with the other party in advance of the mediation. The relevant facts should be elicited in a narrative fashion to the extent possible, rather than through examination and cross examination of witnesses. The rules of evidence will not apply and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the District and Charter School.

- 21.4. Either Party may seek equitable or injunctive relief prior to the mediation to preserve the status quo or prevent irreparable injury pending the completion of that process. Except for such an action to obtain equitable relief, neither Party may commence a civil action with respect to the matters submitted to mediation until after the completion of the initial mediation session, or forty-five (45) calendar days after the date of filing the written request for mediation, whichever occurs first. Mediation may continue after the commencement of a civil action, if the parties so desire.
22. **Subcontract, Assignment and Sublease.** Charter School shall not have the right, voluntarily or involuntarily, to assign, license, transfer or encumber the Agreement or sublet all or part of the Premises. Any purported transfer shall be void and shall, at District's election, constitute a default. No consent to transfer shall constitute a waiver of the provisions of this Section.
23. **Joint and Several Liability.** If Charter School is more than one person or entity, each person or entity shall be jointly and severally liable for the obligations of Charter School hereunder.
24. **Independent Contractor Status.** The Agreement is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.
25. **Entire Agreement of Parties.** The Agreement and the Letter of Intent dated July 6, 2014 attached hereto as Attachment C constitute the entire agreement between the Parties and supersedes all prior discussions, negotiations and agreements, whether oral or written. The Agreement may be amended or modified only by a written instrument executed by both Parties.
26. **California Law.** The Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of the Agreement shall be maintained in county in which the District's administrative offices are located.

## 27. Compliance with All Laws.

- 27.1. Charter School shall comply with all laws, regulations and ordinances of these authorities, in force either now or in the future including, without limitation, all applicable federal, state and local laws, regulations, and ordinances pertaining to air and water quality, hazardous material, waste disposal, air emission and other environmental matters (including the California Environmental Quality Act ("CEQA") and its implementing regulations in Charter School's use of the Premises, and all District policies, rules and regulations ("Environmental Laws") with regards to its use of the Premises. Charter School shall not be responsible for any clean up, remediation, removal, response, abatement or amelioration of any Hazardous Materials, discharge, leakage, spillage, emission, or pollution of any type that existed on the Premises prior to its occupancy, or that was not brought onto the Premises by the Charter School or its agents, employees, contractors, or invitees.
- 27.2. The judgment of a court of competent jurisdiction, or Charter School's admission in an action or a proceeding against Charter School, whether District be a party to it or not, that Charter School has violated any law or regulation or ordinance in Charter School's use of the Premises shall be considered conclusive evidence of that fact as between District and Charter School. If Charter School fails to comply with any law, regulation or ordinance, District reserves the right to take necessary remedial measures at Charter School's expense, for which Charter School agrees to reimburse District on demand.
- 27.3. Charter School shall not cause or permit any Hazardous Material to be generated, brought onto, used, stored, or disposed of in or about the Premises and any improvements by Charter School or its agents, employees, contractors, subtenants, or invitees, except for limited quantities of standard office, classroom and janitorial supplies (which shall be used and stored in strict compliance with Environmental Laws). Charter School shall comply with all Environmental Laws. As used herein, the term "Hazardous Materials" means any hazardous or toxic substance, material or waste which is or becomes regulated by any local governmental authority, the State of California or the United States Government. The term "Hazardous Materials" includes, without limitation, petroleum products, asbestos, PCB's, and any material or substance which is (i) defined as hazardous or extremely hazardous pursuant to Title 22 of the California Code of Regulations, Division 4.5, Chapter 11, Article 4, section 66261.30 et seq. (ii) defined as a "hazardous waste" pursuant to section (14) of the federal Resource Conservation and Recovery Act, 42 U.S.C. 6901 et seq. (42 U.S.C. 6903), or (iii) defined as a "hazardous substance" pursuant to section 10 of the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. 9601 et seq. (42 U.S.C. 9601). As used herein, the term "Hazardous Materials" shall mean any statute, law, ordinance, or regulation of any governmental body or agency (including the U.S. Environmental Protection Agency, the California Regional Water Quality Control Board, and the California Department of Health Services) which regulates the use, storage, release or disposal of any Hazardous Material.
- 27.4. **Notice of Hazardous Substance.** Charter School will promptly notify District in writing if Charter School has or acquires notice or knowledge that any Hazardous Substance

has been or is threatened to be, released, discharged, disposed of, transported, or stored on, in, under or from the Premises or School Site in violation of Environmental Laws. Charter School shall promptly provide copies to District of all written assessments, complaints, claims, citations, demands, fines, inquiries, reports, violations or notices relating to the conditions of the Premises or compliance with Environmental Laws. Charter School shall promptly supply District with copies of all notices, reports, correspondence, and submissions made by Charter School to the United States Environmental Protection Agency, the United States Occupational Safety and Health Administration, and any other local, state, or federal authority that requires submission of any information concerning environmental matters or Hazardous Substances pursuant to Environmental Laws. Charter School shall promptly notify District of any liens threatened or attached against the Premises pursuant to any Environmental Laws.

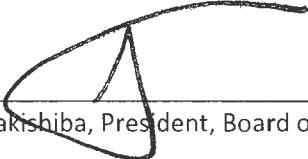
- 27.5. **Inspection.** District and District's agents, servants, and employees including, without limitation, legal counsel and environmental consultants and engineers retained by District, may (but without the obligation or duty to do so), at any time and from time to time, on not less than ten (10) business days' notice to Charter School (except in the event of an emergency, in which case, no notice will be required), inspect the Premises to determine whether Charter School is complying with Charter School's obligations set forth in this Section, and to perform environmental inspections and samplings, during regular business hours (except in the event of an emergency) or during such other hours as District and Charter School may agree.
- 27.6. **Indemnification.** Charter School's indemnification and defense obligations in this Agreement shall include any and all Claims arising from any breach of Charter School's covenants under this Section.
28. **Waiver.** The waiver by either Party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
29. **Successors and Assigns.** The Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, legal representatives, successors, and assigns.
30. **Counterparts.** The Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
31. **Captions.** The captions contained in the Agreement are for convenience only and shall not in any way affect the meaning or interpretation hereof nor serve as evidence of the interpretation hereof, or of the intention of the Parties hereto.
32. **Severability.** Should any provision of the Agreement be determined to be invalid, illegal or unenforceable in any respect, such provision shall be severed and the remaining provisions shall continue as valid, legal and enforceable.
33. **Incorporation of Recitals and Exhibits.** The Recitals and each Attachment attached hereto are hereby incorporated herein by reference.

**34. Authorization to Sign Agreement.** Each individual executing the Agreement on behalf of a Party represents and warrants that he or she is duly authorized to execute and deliver the Agreement on behalf of Party that the individual is executing the Agreement and that the Agreement is binding upon that Party in accordance with its terms.

**35. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion:** The District certifies to the best of its knowledge and belief, that it and its principals: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or CONTRACTOR according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, verifies that this vendor does not appear on the Excluded Parties List. <https://www.sam.gov/portal/public/SAM>

ACCEPTED AND AGREED on the date indicated below:

**OAKLAND UNIFIED SCHOOL DISTRICT**

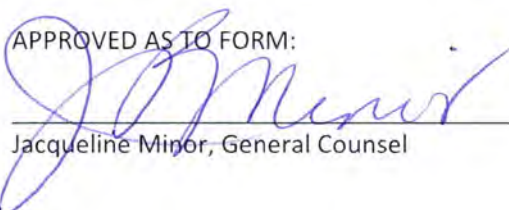
  
\_\_\_\_\_  
David Kakishiba, President, Board of Education

8-14-14  
Date

  
\_\_\_\_\_  
Antwan Wilson, Secretary, Board of Education

8-14-14  
Date

APPROVED AS TO FORM:

  
\_\_\_\_\_  
Jacqueline Minor, General Counsel

7/28/14  
Date

**CHARTER SCHOOL**

  
\_\_\_\_\_  
By: \_\_\_\_\_

Date: 7/28/14

Title: Chair, Board of Directors

File ID Number: 14-1628  
Introduction Date: 8-13-14  
Enactment Number: 14-1495  
Enactment Date: 8-13-14  
Rv:

**Attachment "A"**

**GOLDEN GATE CDC/6232 HERZOG TASK RESPONSIBILITY MATRIX**

**GOLDEN GATE CDC / 6232 HERZOG  
TASK RESPONSIBILITY MATRIX**

TASK	DESCRIPTION	RESPONSIBLE FOR WORK	RESPONSIBLE FOR COST	CURRENT ESTIMATE	STRATEGY FOR REDUCING COST	STRATEGY FOR TIME CONSTRAINT
Repair Heaters	Provide heat in all classrooms and Administration to replace abandoned radiant system.	OUSD	OUSD		N/A	N/A – to be completed soon
Repair water damage	Radiant heating system water damage repairs.	OUSD	OUSD		N/A	N/A – to be completed soon
Electrical	Upgrade electrical if required for new heating system &/or fire alarm system	OUSD	OUSD		N/A	To be completed as part of heating system repair
Fire Alarm System	Provide compliant Fire Alarm System	YMCS	OUSD	\$20,000	Seek bid from Bay Alarm	Do not seek design review
Asbestos abatement	Asbestos mitigation where needed for floor repairs.	YMCS	OUSD	\$8,300	none	Select Hazard contractor ASAP
Flooring	Replace broken floor tiles and linoleum as needed	YMCS	YMCS	\$4,011	Seek bids from smaller contractors	Coordinate with Asbestos abatement
Asphalt Repair	Repair play yard asphalt cracks and buckles (safety hazard)	YMCS	OUSD	\$31,952	Limit scope of work to area near tree roots	Delay work until October break; fence off area
Gates & fencing	Repair of gates and fencing to secure the site	YMCS	OUSD		none	None
Push Bars	Install exit push bars if required by fire marshal for exiting	YMCS	OUSD		none	Coordinate walk thru with FA this week
Emergency maps	Provide emergency egress maps per fire marshal request	YMCS	OUSD	\$1,000	none	None
Fire Extinguishers	Install fire extinguishers per fire Code	YMCS	OUSD		none	None
Security System	Install Security System	?	?		none	none
Carpet	Replace carpet in Bldg B	YMCS	YMCS	\$7,865	Clean carpet only or seek additional bids	Clean carpet only
Paint	Paint all interior walls and millwork	YMCS	YMCS	\$36,420	Use parent volunteers to paint	Don't paint
Play structure	Repair or remove play structure	?	?		Fence off play structure	Fence off play structure
Toilets	Replace small toilets with larger ones and repair partition walls	YMCS	YMCS	\$3,000	Leave toilets as is	Leave toilets as is or replace at Fall Break
Sinks	Renise sinks for older students	YMCS	YMCS	\$500	Leave sinks as is	Leave sinks as is or replace at Fall Break
Partition wall	Provide temp partitions between classrooms	YMCS	YMCS	\$20,000	Leave open classroom	None

**Potential areas of additional cost:**

- Permit fees for Fire Alarm & electrical work
- ADA compliance for site/ building access
- Repair/ removal of kitchen infrastructure
- Skylight repair

**Exhibit "B"**  
**GUIDE FOR CHARTER SCHOOLS IN OAKLAND UNIFIED SCHOOL DISTRICT**  
**FACILITIES 2012-2013**



# Guide for Charter Schools in Oakland Unified School District Facilities





### Buildings & Grounds Work Order Protocol

*Please note: work orders are to be placed by designated Site Staff only. Please designate a minimum number of staff responsible for placing work orders so as to minimize confusion and the opportunity for miscommunication.*

1. Contact work control center at (510) 535-2718 with the following information:
  - a. Site Name (Site Number if applicable)
  - b. Contact Name and Phone Number
  - c. Exact nature of request (i.e. 2 light fixtures broken/missing in room 2 Main Building vs. replace light fixtures) – Please specify if EMERGENCY
  - d. Specific location (Building/Room Number/Area)
  - e. Obtain your Work Order number; this is critical for tracking your order



The Work Control Center has the responsibility of evaluating and assigning a priority level to all work requests. General Priority Levels and Time Lines are as follows<sup>1</sup>:

1. **Emergency Requests:** same day response whenever possible or next business day, depending on nature of problem and time received.
  - Emergencies consist of repairs/replacements that need to be addressed immediately in order to protect the health and safety of a student, employee or other person at the site and/or prevent damage to the integrity of the site.
2. **Non-emergency requests** that require immediate attention, but do not require same day service completed within 1-7 business days.
  - Requests of a general nature that do not pose an immediate threat to the safety of the facility or its occupants to be completed within 10-30 business days.
  - If you have placed a work order and the request has not been addressed within the allotted timeframe, please follow up with the Work Control Center at (510) 535-2718. Have your work order number and date of request.



For pest management and custodial requests contact Custodial Services at (510) 434-2202.

For environmental concerns contact Risk Management at (510) 535-2750.

<sup>1</sup> See Buildings & Ground Prioritization List for more detail.



## Prioritization of Work Orders for Charter Sites

Our Work Control Center has the responsibility of evaluating and assigning a priority level to all work requests received. The Priority Levels and Time Lines are as follows:

**Priority Level 1 - Emergency Requests** – Repairs that pose a health and safety concern and require immediate attention. Same day response whenever possible or next business day, depending on nature of problem and time received.

- Gas & Water Leaks (non-roofing)
- Power Shortage
- Hazards
- Sewer backups
- Floods
- Gain entries
- Elevator malfunction; trapped in shaft
- No Heat (entire bldg)/ No Ventilation – **Priority Order: 1)CDC 2)Elementary 3)Middle 4)High 5)Admin**
- Missing storm drain cover
- Playground equipment (damaged/broken posing hazard)
- Communication/Clocks/Bells
- Fallen Trees/Branches

**Priority Level 2-** Non-emergency requests that require immediate attention, but do not require same day service. Requests to be completed within 1-7 business days.

- Ramp repair
- Drinking fountain
- Potholes
- Roof leaks
- Environmental Concerns (air or water quality; hazardous wastes)
- Broken windows/doors/broken faucets/toilets
- Fence repair
- Intrusion/fire alarm repair
- No Heat (specific rooms) –**Priority Order: 1)CDC 2)Elementary 3)Middle 4)High 5)Admin**

**Priority Level 3-** Requests of a general nature that do not pose an immediate threat to the safety of the facility or its occupants. Requests to be completed within 10-30 business days.

- Missing tiles (ceiling/floor)
- Broken windows (2<sup>nd</sup> floor)
- Security lights (3 or more)

**Priority Level 4-** Improvement Services. All work requests assigned a Level 4 Priority will be reviewed on a case by case basis and discussed with the appropriate parties for items such as funding, feasibility and timeline for completion. Improvement services are not maintenance needs, therefore, these requests must be funded by the site. B&G will provide a cost estimate and work will be scheduled once funding information is obtained.

- Partition walls (room division)
- Cabinetry
- Landscaping
- Fencing additions
- Electrical additions (i.e. computer lab)
- Re-keying/replacement of keys

**Disclaimer:** Sites will be financially responsible for any/all of these services performed by B&G, if damage or maintenance is found due to negligence or vandalism by site or its occupants.



**Facility Task Responsibility Matrix**

Task	Charter School	OUSD
1. Broken lock repair/replacement		X
2. Broken window replacement		X
3. Broken toilet/restroom partition repair/replacement		X
4. Clogged toilets/sink drains	X	
5. Sink/faucet replacement		X
6. Painting exterior/interior of the campus (OUSD approval required)	X	
7. Replacement/repair of broken skylights		X
8. Replacement/repairs of broken kitchen equipment (capital equipment such as stoves, ovens, refrigerators)	X	
9. Repair of HVAC Systems/hot water heaters		X
10. Repair/replacement of window blinds (per OUSD Standards)	X	
11. Repair/replacement of phone/bell/intercom system		X
12. Repair/replacement of security system		X
13. Replacement of broken floor/ceiling tiles		X
14. Repair of broken electrical outlets	X	
15. Repair of broken white boards/chalk boards	X	
16. Asphalt repair		X
17. Fence repair		X
18. Sidewalk repair in front of and around school exterior		X
19. Replacement of light fixtures (except bulbs); security lights		X
20. Replacement of missing/burnt out light bulbs	X	
21. Replacement of baseboards		X
22. Repair of water damage		X
23. Repair/replacement of roofs/drains		X
24. Pest management	X	
25. Repair/replacement of doors (interior and exterior)		X
26. Repair/replacement of door push bars		X
27. Repair of gates		X
28. Repair/replacement of towel and soap fixtures in bathrooms	X	
29. Replacement of broken mirrors	X	
30. Repair of water fountains		X
31. Repair of broken wooden cabinets and shelves	X	
32. Storm related damages (fallen trees; branches; power outage)		X
33. Sewer backup		X
34. Elevator repairs/maintenance/inspection		X
35. Routine landscaping maintenance	X	
36. Storm drain maintenance		X
37. Playground structure/matting maintenance/repairs		X



OFFICE OF CHARTER SCHOOLS

38. Repair/Replacement of ramps		X
39. Environmental Concerns		X
40. Gas & water leaks		X

Disclaimer: Sites will be financially responsible for any/all of these services performed by B&G, if damage or maintenance is found due to negligence or vandalism by site or its occupants.

**ATTACHMENT C**

**LETTER OF INTENT DATED JULY 6, 2014**



## OFFICE OF THE GENERAL COUNSEL

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July 6, 2014

### **Letter of Intent to Enter into a Joint Use Agreement With Yu Ming**

The Oakland Unified School District (the "District") affirms its intent to enter into a Joint Use Agreement (the "Agreement") with Yu Ming Charter School, for the joint use of the former Golden Gate Child Development School site located at 6232 Herzog Street, to commence August 1, 2014.

Yu Ming Charter School is California's first Mandarin immersion public charter school. Yu Ming currently serves over 200 students in grades K-3, and draws students from across Alameda County. Yu Ming offers an innovative academic program, and achieved a first year API of 944.

Yu Ming currently leases a former parochial school facility in North Oakland from the Catholic Diocese and St. Columba Parish. By the end of the 2014-2015 school year, Yu Ming anticipates it will grow out of that space. Therefore, Yu Ming, is working with the District to develop a stable transition plan until it can secure a long-term facility.

The Parties, in entering into this Letter of Intent, agree as follows:

#### **1. Premises:**

The Joint Use premises shall be the facilities and grounds at 6232 Herzog Street, commonly known as Golden Gate Child Development School. The school facility includes but is not limited to two buildings with classrooms, administrative offices, restrooms, multi-purpose room, kitchen, outdoor space, play structure and other support spaces.

#### **2. Use:**

Education for grades K-5

#### **3. Agreement Term:**

The Term shall be two (2) years, with an option to renew the term of the agreement for a period of one (1) year upon three (3) months prior written notice under the same terms and conditions.

July 6, 2014

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**4. Early Occupancy:**

Yu Ming shall have access to the upon execution of the letter of intent to conduct deferred maintenance and repairs related to environmental, life and fire safety, make minor improvements to finishes, fixtures, wiring and paint, and install furniture and equipment. During this period the Charter School would have no obligation to pay rent.

**5. Agreement Commencement:**

The Term and payment of rent shall commence August 1, 2014. Occupancy may commence as early as August 1, 2014, as long as other conditions in this LOI are met.

**6. Rental Rate:**

The rent shall be \$4.36 per square foot per year each year (approximately \$37,000 for 8500 square feet). If the option to renew for a third year is executed, the rental rate may be adjusted to align with the District's standard calculated rate for all charter schools occupying district space under Proposition 39, in lieu of Proposition 39, and Joint Use agreements.

**7. Payment Schedule:**

Each year's rent shall be paid in four installments: 25% by October 1, 25% by December 1, 25% by April 1, and 25% by July 1.

**8. Maintenance and Repairs:**

The parties have identified certain maintenance and repairs that are necessary to make the premises useable by Yu Ming for its intended purpose. The repairs are delineated on Attachment A, which is incorporated into this Agreement. With respect to the repairs on Attachment A, the Parties agree as follows:

- a) The District will agree to deduct from the rent an amount not to exceed \$35,000 per year for the costs of improvements identified by Yu Ming as necessary to make the site useable by Yu Ming
- b) Cost of the work identified on the Attachment A task matrix as "YMCS" is not deductible from the \$35,000
- c) Heating system repair work will be completed by the District at the District's cost and expense
- d) All improvement work shall be done by Yu Ming with licensed contractors, selected by Yu Ming and/or by supervised by licensed contractors
- e) All construction must meet code requirements, including fire
- f) Final District sign off before occupancy

July 6, 2014

Page 3

**9. Indemnification**

Yu Ming shall indemnify and hold the District and its Board, administrators, employees, agents, volunteers, and subcontractors ("Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Letter of Intent, and/or the maintenance, construction or repair work undertaken by Yu Ming or on behalf of Yu Ming prior to occupancy of the premises, to the extent that such loss, expense, damage or liability was caused by negligence or willful misconduct of Yu Ming, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by Yu Ming (excluding Indemnities), except for any losses arising out of the active negligence of the District and its Board, administrators, employees, agents, volunteers, and subcontractors.

**10. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary**

**Exclusion:** The District certifies to the best of its knowledge and belief, that it and its principals: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or CONTRACTOR according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, verifies that this vendor does not appear on the Excluded Parties List.

<http://www.far.gov/efac/ppl/ppl.html>

**11. Building Access:**


Charter School shall have access to the Premises 24 hours per day, 365 days per year upon execution of the Letter of Intent

**12. Final Agreement**

The Parties agree that the final Agreement shall be executed no later than July 25, 2014 and shall be approved by the OUSD Board of Education at its meeting on August 13, 2014.

If OUSD Board of Education fails to ratify a signed final agreement on or before August 13, 2014 based on factors within OUSD's control, OUSD will reimburse Yu Ming for the billed cost of the agreed-upon maintenance and repairs completed by that date, not to exceed \$35,000 per year for the anticipated term of the lease.

If the above is generally acceptable to you, please so indicate by signing in the space provided below:

  
Jacqueline P. Minor  
OUSD General Counsel

  
Gloria Lee  
Yu Ming Charter School

**GOLDEN GATE CDC / 6232 HERZOG  
TASK RESPONSIBILITY MATRIX**

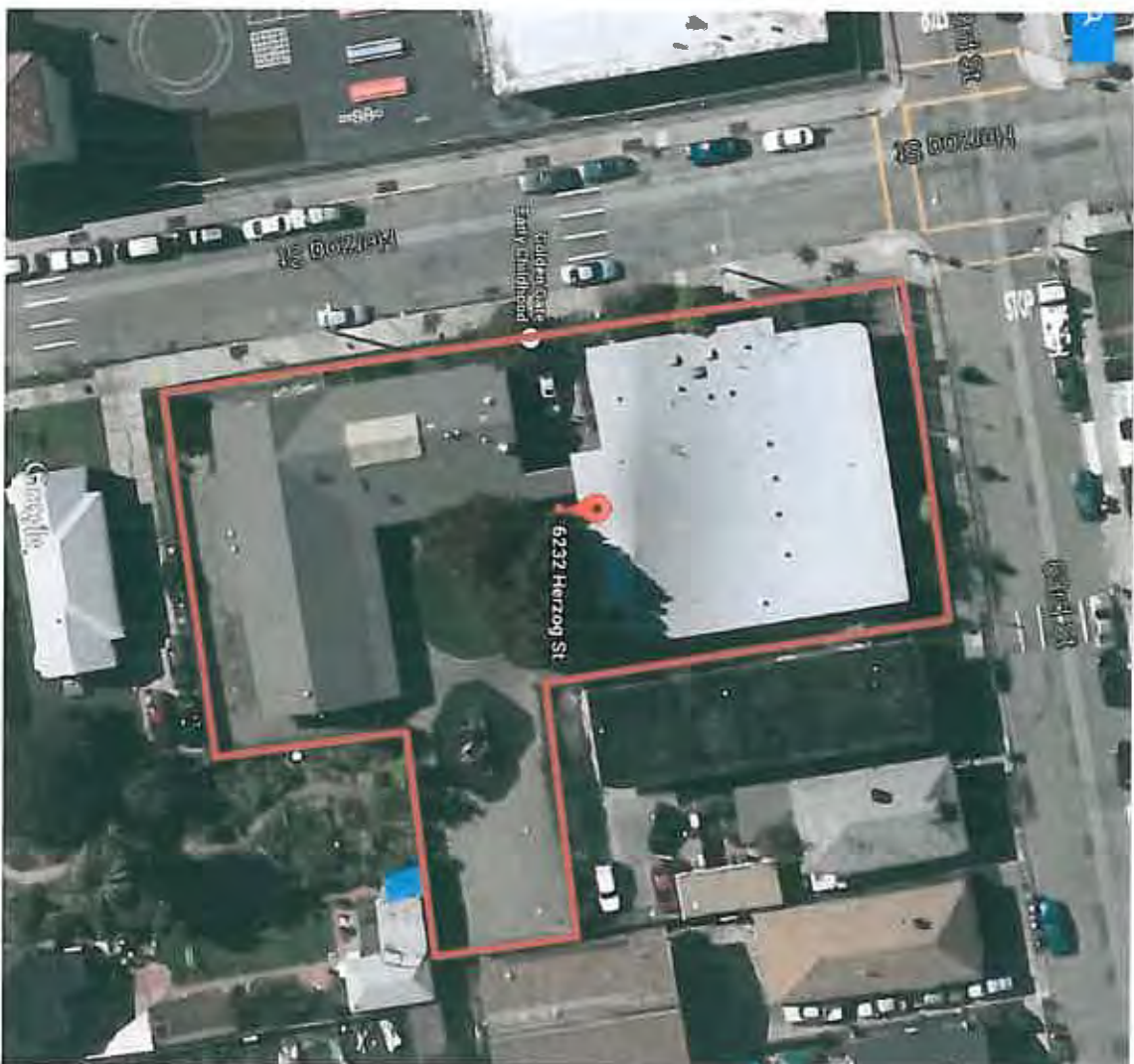
TASK	DESCRIPTION	RESPONSIBLE FOR WORK	RESPONSIBLE FOR COST	CURRENT ESTIMATE	STRATEGY FOR REDUCING COST	STRATEGY FOR TIME CONSTRAINT
Repair Heaters	Provide heat in all classrooms and Administration to replace abandoned radiant system.	OU/SD	OU/SD		NA	NA - to be completed soon
Repair water damage	Radiant heating system water damage repairs.	OU/SD	OU/SD		NA	NA - to be completed soon
Electrical	Upgrade electrical if required for new heating system & or fire alarm system	OU/SD	OU/SD		NA	To be completed as part of heating system repair
Fire Alarm System	Provide compliant Fire Alarm System	YMCS	OU/SD	\$20,000	Seek bid from Bay Area	Do not seek design review
Asbestos abatement	Asbestos mitigation where needed for floor repairs	YMCS	OU/SD	\$8,300	none	Select HazMat contractor ASAP
Flooring	Replace broken floor tiles and linoleum as needed	YMCS	YMCS	\$4,000	Seek bids from smaller contractors	Coordinate with Asbestos abatement
Asphalt Repair	Repair play yard asphalt cracks and buckles (safety hazard)	YMCS	OU/SD	\$11,952	1 min scope of work to area near tree roots	Delay work until October break; fence off area
Gates & Fencing	Repair of gates and fencing to secure the site	YMCS	OU/SD		none	None
Push Bars	Install exit push bars if required by fire marshal for exiting	YMCS	OU/SD		none	Coordinate walk thru with FM this week
Emergency maps	Provide emergency egress maps per fire marshal request	YMCS	OU/SD	\$1,000	none	None
Fire Extinguishers	Install fire extinguishers per fire code	YMCS	OU/SD		none	None
Security System	Install Security System	YMCS	YMCS		none	none
Carpet	Replace carpet in Bldg B	YMCS	YMCS	\$7,865	Clean carpet only or seek additional bids	Clean carpet only
Paint	Paint all interior walls and millwork	YMCS	YMCS	\$36,420	Use parent volunteers to paint	Don't paint
Play structure	Repair or remove play structure	YMCS	YMCS		fence off play structure	fence off play structure
Toilets	Replace small toilets with larger ones and repair partition walls	YMCS	YMCS	\$3,000	Leave toilets as is	Leave toilets as is or replace at Fall Break
Sinks	Raise sink for older students	YMCS	YMCS	\$500	Leave sink as is	Leave sink as is or replace at Fall Break
Partition wall	Provide temp partitions between classrooms	YMCS	YMCS	\$20,000	Leave open classroom	None

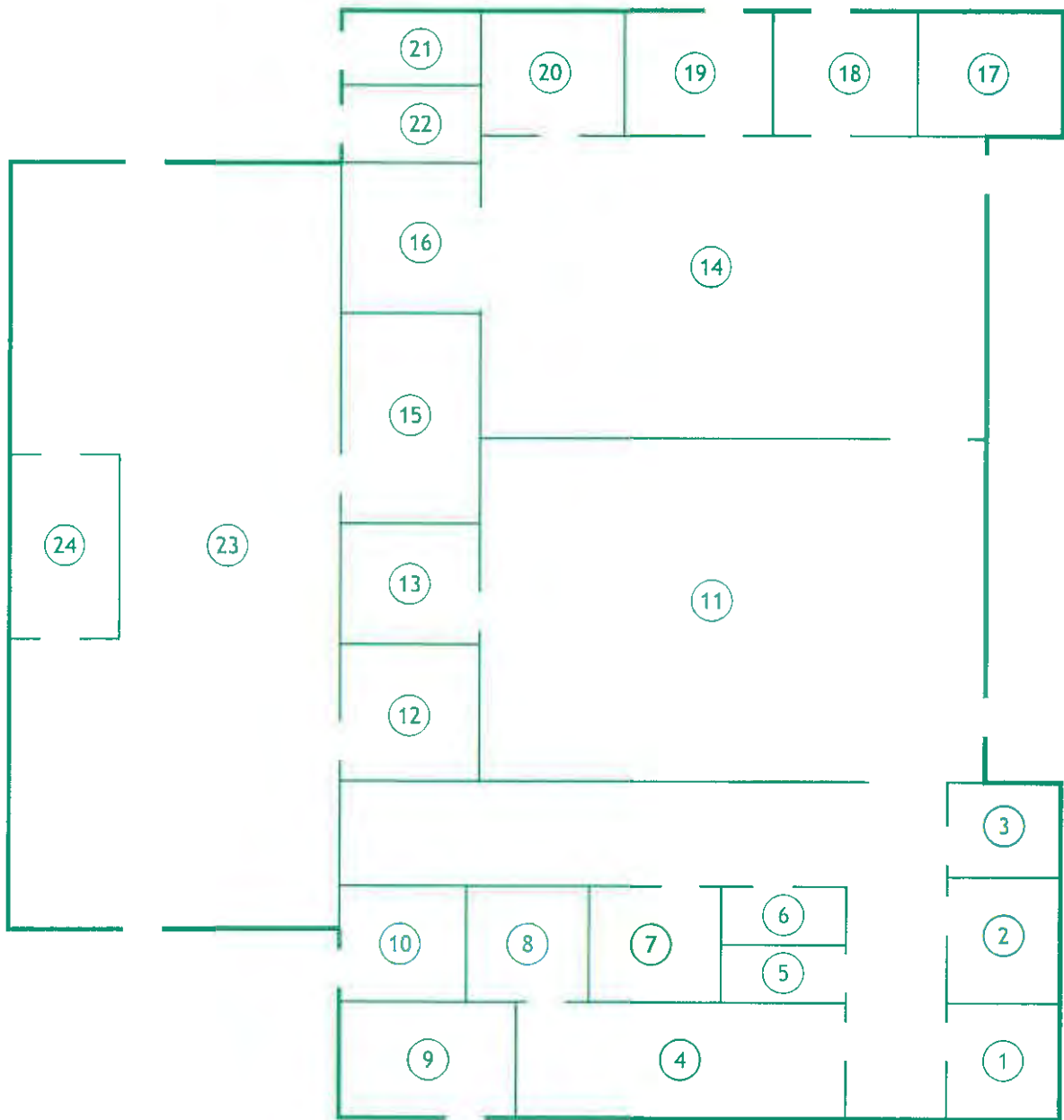
**Potential areas of additional cost:**

- Permit fees for Fire Alarm & electrical work
- ADA compliance for site building access
- Repair removal of kitchen infrastructure
- Skelight repair

**Attachment D**  
**The Premises**  
**6232 Herzog Street, Oakland**

*The Premises shall be the facilities and grounds at 6232 Herzog Street, commonly known as Golden Gate Child Development School. The school facility includes but is not limited to two buildings with classrooms, administrative offices, restrooms, multi-purpose room, kitchen, outdoor space, play structure and other support spaces.*





Not drawn to scale

## 814 - Golden Gate CDC - Unit A

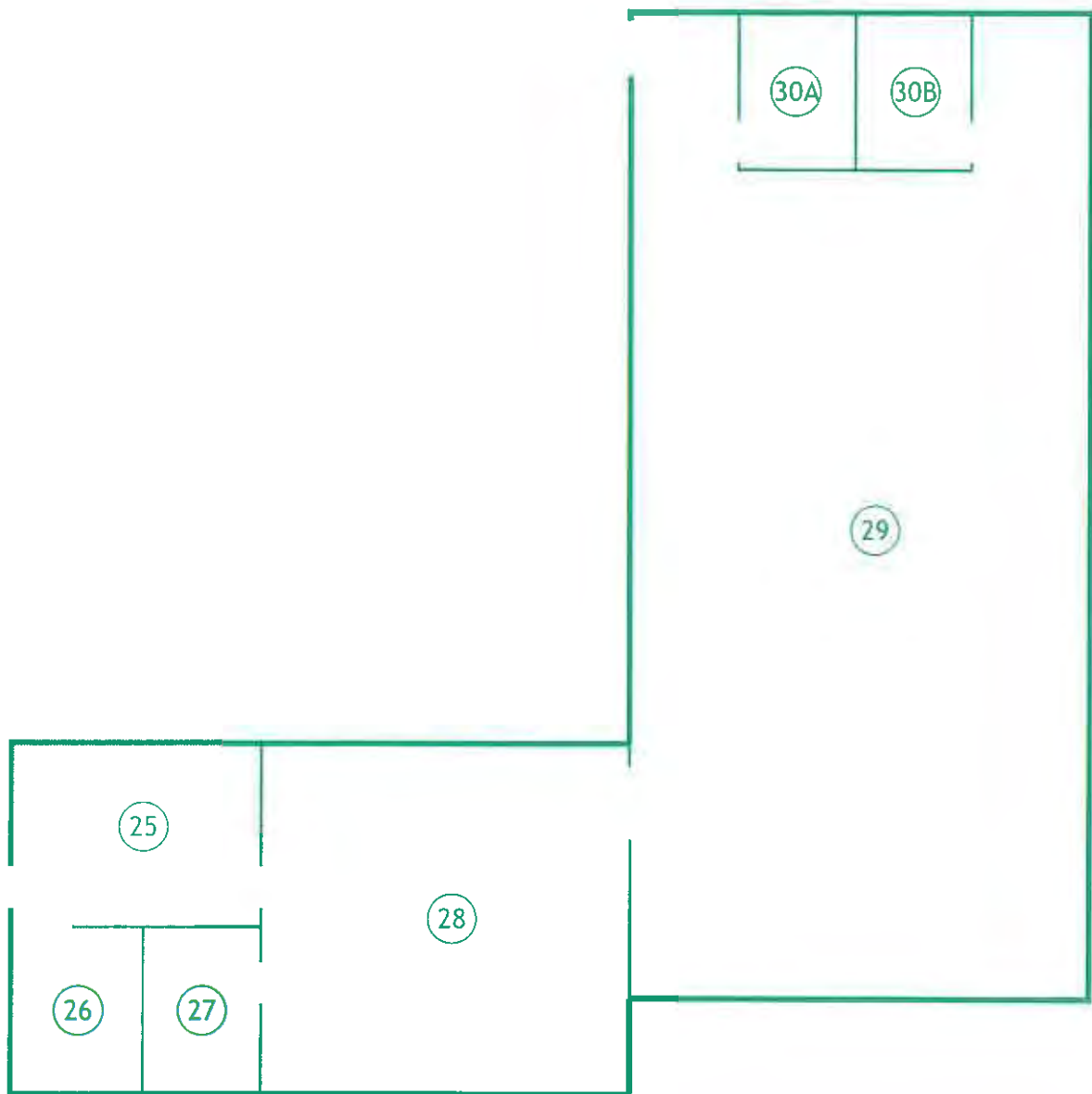
6232 Herzog Street, Oakland CA 94608



Woodward-Clyde 1500 Delaware Street, Suite 100, Oakland, CA 94612  
 (510) 462-4111 ext. 411 or 402-1098

2011





Not drawn to scale

## 814 - Golden Gate CDC - Unit B

6232 Herzog Street, Oakland CA 94608

**ALL THINK**

Bayview Center, 1500 Broadway, Oakland, CA 94612  
 (415) 803-0500

2011

