

Yu Ming Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Sue Park, Head of School

Principal, Yu Ming Charter

About Our School

Welcome to Yu Ming, a nationally-recognized dual-language Chinese immersion school for K-8 students that's centrally located between the communities of Oakland, Berkeley and Emeryville. Our students are nurtured to excellence to become the global leaders of tomorrow that use their education to make a positive difference in the world. We are a diverse, joyful and caring community that strives to engage in purposeful learning that is rigorous, deeply engaging, and personalized.

Contact

Yu Ming Charter
1086 Alcatraz Ave.
Oakland, CA 94608-1265

Phone: 415-314-9535
E-mail: office@yumingschool.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Alameda County Office of Education
Phone Number	(510) 887-0152
Superintendent	L Karen Monroe
E-mail Address	lmonroe@acoe.org
Web Site	http://www.acoe.org

School Contact Information (School Year 2017-18)	
School Name	Yu Ming Charter
Street	1086 Alcatraz Ave.
City, State, Zip	Oakland, Ca, 94608-1265
Phone Number	415-314-9535
Principal	Sue Park, Head of School
E-mail Address	office@yumingschool.org
Web Site	www.yumingschool.org
County-District-School (CDS) Code	01100170124172

Last updated: 1/31/2018

School Description and Mission Statement (School Year 2017-18)

Yu-Ming Charter School is a direct-funded, dual-immersion charter school that provides a challenging and comprehensive education for Kindergarten through 8th grade students, preparing them to be inquisitive and analytic lifelong learners.

Our mission is to provide an academically rigorous college preparatory program; graduate students with bilingual and biliterate skills in Mandarin Chinese and English; nurture intellectual curiosity, international perspective, and diligence in attaining personal goals, develop young people with compassion, sound moral character, and a sense of responsibility for the community and the environment

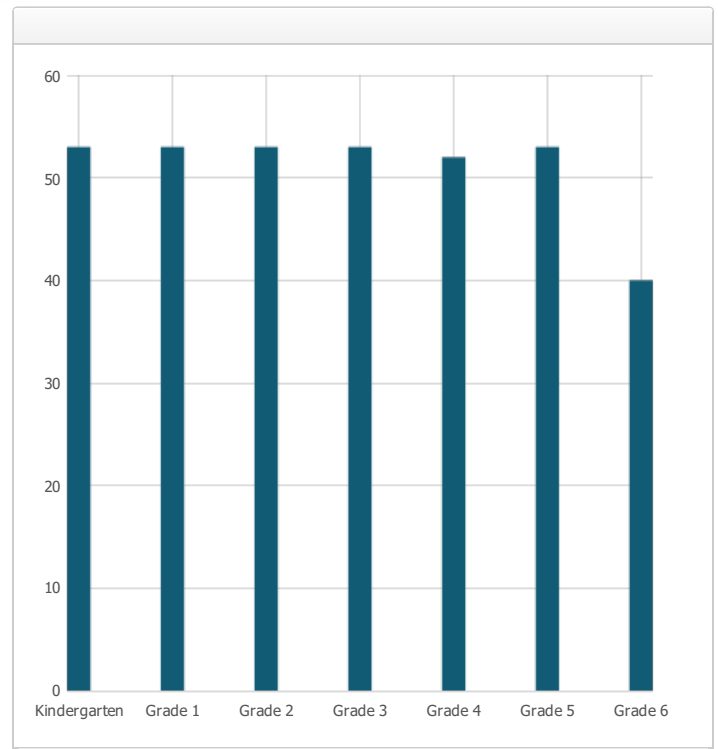
Yu Ming follows a full-immersion model of instruction. In Kindergarten to Grade 2, 90 percent of instruction is in Mandarin Chinese and 10 percent is in English. The mix changes to 70 percent Mandarin Chinese and 30 percent English in grades 3 and 4. Grades 5 and 6 have a 50-50 split in Mandarin Chinese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

As a personalized learning school guided by data-informed instruction, we are committed to meeting students where they are academically, socially, developmentally, and nurturing their positive growth through an innovative approach to education so that every student can reach his or her full potential. Teachers facilitate learning that is rigorous, individualized, deeply engaging, and purposeful.

Last updated: 2/1/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	53
Grade 1	53
Grade 2	53
Grade 3	53
Grade 4	52
Grade 5	53
Grade 6	40
Total Enrollment	357



Last updated: 1/31/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.9 %
American Indian or Alaska Native	0.0 %
Asian	45.1 %
Filipino	2.0 %
Hispanic or Latino	5.0 %
Native Hawaiian or Pacific Islander	0.3 %
White	9.8 %
Two or More Races	33.9 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	9.2 %
English Learners	14.8 %
Students with Disabilities	7.3 %
Foster Youth	0.0 %

Last updated: 1/31/2018

A. Conditions of Learning

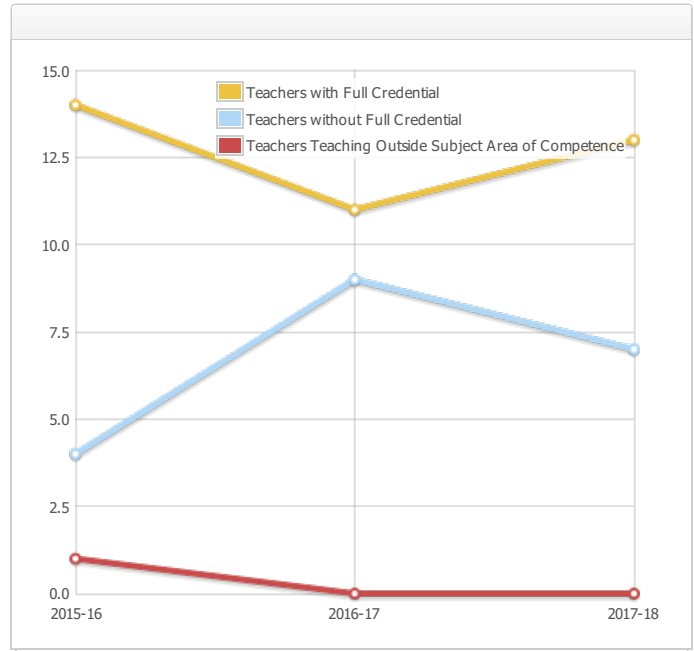
State Priority: Basic

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

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

Teacher Credentials

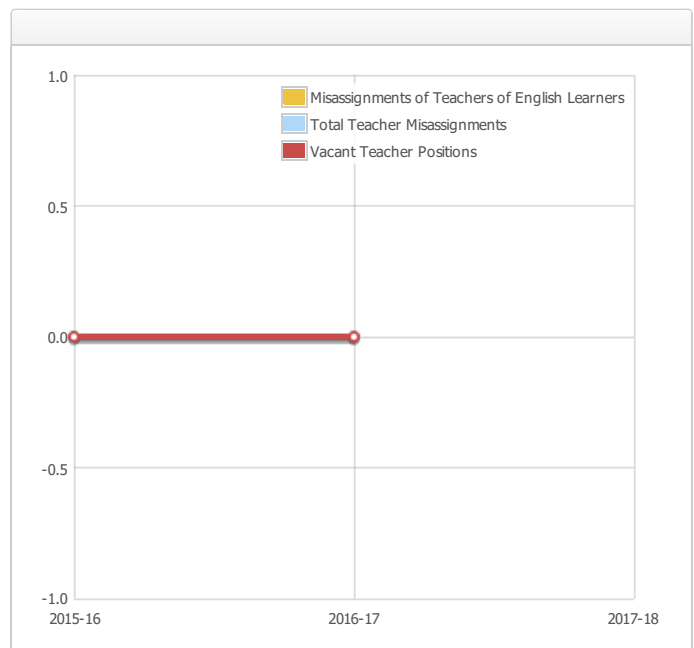
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	14	11	13	
Without Full Credential	4	9	7	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	



Last updated: 2/1/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	



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

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

Last updated: 1/31/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Learning Headquarters Writing, 2015 Get Reading Right, 2016 Leveled reading libraries, 2016 Summit Personalized Learning Platform, 2016	Yes	0.0 %
Mathematics	Math Units of Study, 2016 Singapore Math, 2011 Summit Personalized Learning Platform, 2016	Yes	0.0 %
Science	STC, Carolina Curriculum for Math and Science, 2014 FOSS, 2014 Amplify Science, 2017 Summit Personalized Learning Platform, 2016	Yes	0.0 %
History-Social Science	Harcourt Reflections, 2012 Summit Personalized Learning Platform, 2016	Yes	0.0 %
Foreign Language	Better Immersion, 2016 Level Chinese, 2016 Joy Reader, 2017 Leveled reading libraries, 2016	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2018

School Facility Conditions and Planned Improvements

Yu Ming Charter School operated at two different school sites during the 2016-2017 school year.

- The Alcatraz campus provided twelve classrooms along with a playground, a garden, indoor and outdoor eating space and blacktop area for our Kindergarten through fourth grade students.
- The Herzog campus provided six classrooms along with blacktop area and cafeteria for our fifth and sixth grade students. The school grounds, restrooms, and buildings for both sites are in good repair and well maintained. Between the school custodian and a night time janitorial service, both campuses are fully cleaned daily. Any issues that arise during the school day are communicated to the appropriate personnel to ensure that emergency repairs are given highest priority. Additionally, our facilities committee works continuously throughout the year to ensure a clean and safe environment.

Last updated: 2/1/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Herzog - Heating system maintenance performed Alcatraz - Hot water heater maintenance performed
Interior: Interior Surfaces	Good	Alcatraz - Interior stairs repainted and stair treads installed Alcatraz - Holes patches in building walls
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Herzog - Leaking roof repaired in cafeteria Herzog - Rain gutter system maintenance performed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: June 2017

Overall Rating	Good
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Last updated: 2/1/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	80%	82%	33%	34%	48%	48%
Mathematics (grades 3-8 and 11)	83%	86%	25%	27%	36%	37%

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

Last updated: 1/31/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	187	178	95.19%	81.92%
Male	87	84	96.55%	74.70%
Female	100	94	94.00%	88.30%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	81	77	95.06%	77.92%
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	21	19	90.48%	84.21%
Two or More Races	71	68	95.77%	89.71%
Socioeconomically Disadvantaged	13	13	100.00%	66.67%
English Learners	28	25	89.29%	72.00%
Students with Disabilities	15	13	86.67%	38.46%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	187	177	94.65%	86.36%
Male	87	83	95.40%	81.71%
Female	100	94	94.00%	90.43%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	81	77	95.06%	83.12%
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	21	19	90.48%	89.47%
Two or More Races	71	69	97.18%	89.71%
Socioeconomically Disadvantaged	13		84.62%	63.64%
English Learners	28	25	89.29%	80.00%
Students with Disabilities	15	14	93.33%	53.85%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	82.0%	0.0%	30.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/31/2018

Career Technical Education Programs (School Year 2016-17)

For the school year 2016-201 we were a K-6 school and did not offer career and technical education programs

Last updated: 1/31/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/31/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	4.0%	14.0%	82.0%

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

Last updated: 1/31/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Yu Ming recognizes that children learn best when parents are engaged in their education by understanding the school's education program, supporting learning at home and being involved in the school community. We work with families in authentic, mutually beneficial ways, and value parents as partners in the educational process, and provide families with tools and resources to support learning outside of school.

To encourage participation of parents, guardians and extended family members in all aspects of school life, Yu Ming features:

- **Multiple Methods of Communication:** Yu Ming utilizes various methods to communicate with staff, students, and parents including, but not limited to our website, weekly newsletters, weekly classroom updates, email, social media, correspondence sent home with students, parent conferences, videos, student presentations of learning, outreach events, and other family meetings.
- **Family Coffees and Curriculum Nights:** Scheduled throughout the year, these 1-3 hour sessions in the mornings or evenings allow families to deepen their understanding of Yu Ming's curriculum, experience teaching methodologies first-hand, or learn strategies for supporting their student's learning in school and at home.
- **Family Leadership and Participation in Decision-Making:** Families participate in school decision-making in a wide variety of ways. The Family Support Organization Council is led by two co-chairs that work closely with the Head of School advising on programs that impact families and is comprised of Committee Leads that advise the Head of School. These committees also provide many opportunities for involvement in the life of the school community. Two members of the Board of Directors are elected by the parents and guardians of Yu Ming students. Family members with relevant experience or expertise serve as members of Board committees as determined by the Committee Chair.
- **Family Resource Liaison:** Yu Ming provides intensive family support through a Family Resource Liaison staff member who shares school and community resources, develops workshops and guidance to help meet families' needs and enable all families to fully participate in their students' learning and academic success on a daily basis. Parents communicate with school staff via email, telephone, and in-person. Parents have access to teachers' websites and email. Our Family Liaison is Yu-Shuan Tarango-Sho and can be contacted at ysho@yumingschool.org or 510-452-2063.
- **Opportunities to Provide Feedback:** Each winter, families have the opportunity to provide anonymous feedback through a school engagement survey. The survey results are reviewed by the Charter School Board of Directors and staff and are considered in setting school priorities.
- **Volunteer Opportunities:** Yu Ming provides a variety of in-school and out-of-school volunteer opportunities to match with family members' different skills, interests and schedules. Examples include helping in classrooms, at lunch or around school, leading extra-curricular activities, coaching sports teams, assisting with event planning and materials preparation, attending field trips, attending FSO meetings, serving on parent committees or as room parents and fundraising or assisting with fundraising drives.

State Priority: Pupil Engagement

Last updated: 2/1/2018

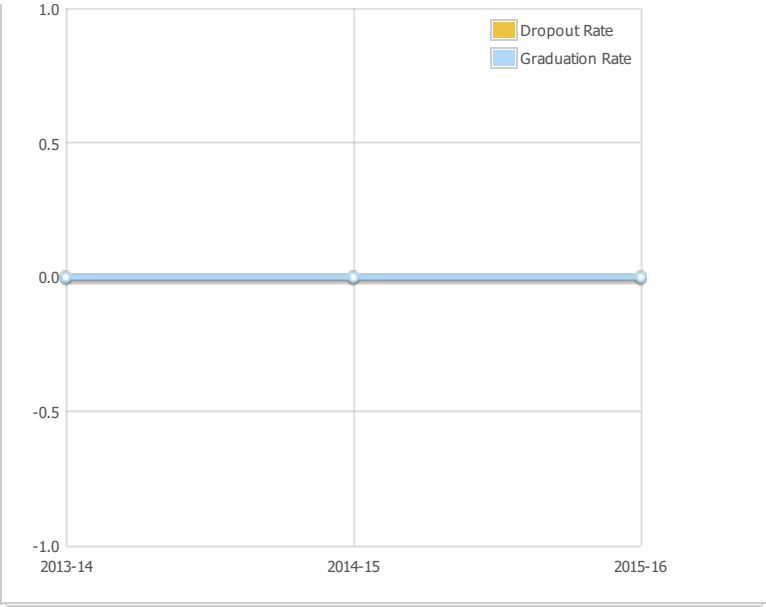
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	21.5%	28.5%	34.9%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/31/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	--	84.0%	87.1%
Black or African American	--	73.5%	79.2%
American Indian or Alaska Native	--	100.0%	80.2%
Asian	--	66.7%	94.4%
Filipino	--	50.0%	93.8%
Hispanic or Latino	--	96.6%	84.6%
Native Hawaiian or Pacific Islander	--	50.0%	86.6%
White	--	81.8%	91.0%
Two or More Races	--	100.0%	90.6%
Socioeconomically Disadvantaged	--	79.3%	85.5%
English Learners	--	79.4%	55.4%
Students with Disabilities	--	69.4%	63.9%
Foster Youth	--	--	--

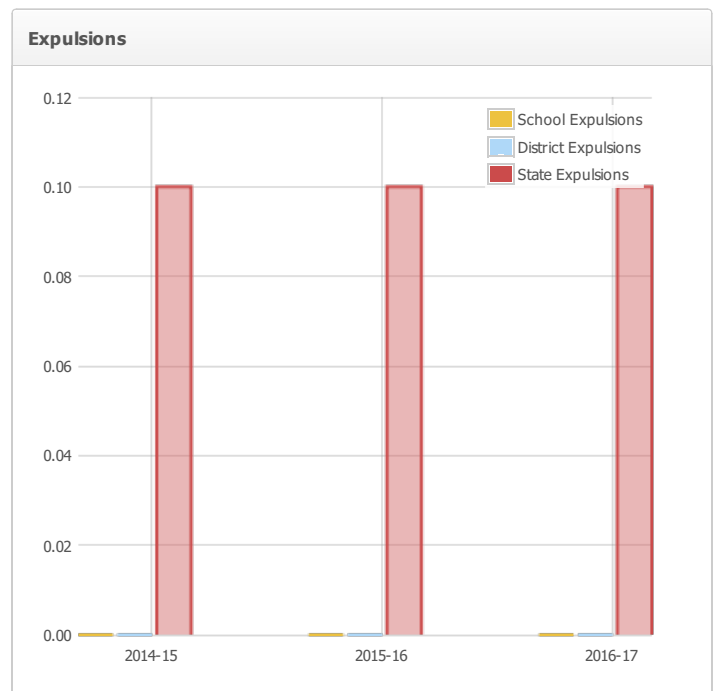
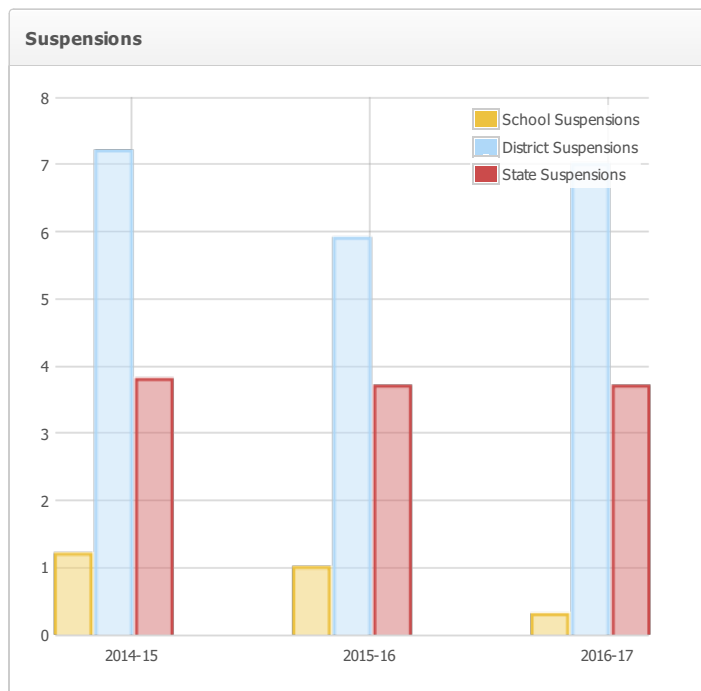
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.2%	1.0%	0.3%	7.2%	5.9%	7.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/31/2018

School Safety Plan (School Year 2017-18)

Yu Ming has an Emergency Response System that contains our state-mandated comprehensive school safety plan in compliance with Education Code Sections 35294-35297. Our safety plan includes disaster procedures, procedures for safe entry and exit, and incorporates our student handbook which addresses disciplinary procedures, sexual harassment, child abuse reporting, and school dress codes. Staff are regularly trained on the System including at the beginning of the school year and during subsequent school-wide drills and staff trainings throughout the year. All staff receive a paper copy of our Staff Handbook and receive training on relevant procedures prior to the first day of school including child-abuse reporting procedures. This preparation includes a mock emergency drill following the identified disaster preparedness plan and designated site emergency roles. Adult supervision is provided on campus between 7:45am and 6:00pm. Students arriving to school before the start of the school day or staying after dismissal take part in our before and after school Extended Care Program. All visitors and volunteers must sign in at the main office.

Last updated: 1/31/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Last updated: 1/31/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26.0	0	2	0	27.0	0	2	0	27.0	0	2	0
1	27.0	0	2	0	27.0	0	2	0	27.0	0	2	0
2	26.0	0	2	0	26.0	0	2	0	27.0	0	2	0
3	26.0	0	2	0	26.0	0	2	0	27.0	0	2	0
4	24.0	0	2	0	27.0	0	2	0	26.0	0	2	0
5	0.0	0	0	0	22.0	0	2	0	23.0	2	2	0
6	0.0	0	0	0	0.0	0	0	0	22.0	2	2	2
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 2/1/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

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

Last updated: 1/31/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10942.8	\$1005.8	\$9937.1	\$54210.9
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$69964.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/1/2018

Types of Services Funded (Fiscal Year 2016-17)

Yu Ming Charter School is dedicated to ensuring student success, and in the 2016-2017 school year we implemented a variety of services in order to support our students.

To provide an academically rigorous, common core aligned college preparatory program:

1. Yu-Ming Charter School employed a total of 20 teachers that are appropriately credentialed and assigned.
2. All students accessed a common core aligned curriculum. The following curriculum & instructional materials were purchased: Chinese Language Arts, Writing Curriculum, Leveled books for Readers Workshop (both languages), Phonics Program (K-2), Foss Science Curriculum & Materials, Content Literature connected to Social Sciences, Math Manipulatives, Music & Instruments, Art Course Materials, PE Equipment
3. All teachers participated in the following Professional Development: Readers/Writers Workshop, Oral language development, Interactive Read-alouds, Social language to academic language, Literacy based Chinese Language development, GLAD Strategies, Responsive Classroom, Personalized Learning, Differentiation, Cycles of Inquiry, Data-Driven/Targeted Instruction, Summit Platform, Leveled Libraries, PD on adopted curriculum, Culturally Responsive Teaching, Math: Number Talk, American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, Yu Ming Immersion Model, Parent Communication, Understanding and Managing Challenging Behaviors

To graduate students with bilingual and bi-literate skills in Mandarin Chinese:

1. All teachers were provided with professional development as outlined above.
2. A Mandarin Curriculum Coordinator was hired to coordinate all mandarin curriculum and assessment, provide coaching to all teachers, observe classroom instruction and provide feedback.
3. Curriculum Development Consultant with expertise in Mandarin Immersion schools and programs was contracted to provide professional development and ongoing technical support in the development of inquiry-based and backwards designed thematic units with embedded assessment, Mandarin Language Development strategies, academic discourse and thinking routines, and opportunities for deeper learning and exploration.
4. Teaching Interns from Taiwan were hired along with a Chinese Teaching Assistant, a Chinese Resource Teacher, and two English Teaching Assistants.
5. The STAMP assessment was administered in grades 3-6. The Leadership Team will assess whether to continue with the STAMP assessment for the 2017-18 school year

To support the academic and personal success of all learners to be community minded, diligent and independent learners with intellectual curiosity and a growth mindset:

1. A Student Support Services Team included a Special Education Coordinator, a Resource Teacher, Speech Language Pathologist, Behavior Intervention Aides, and School Counselors to ensure Individualized Education Plans (IEP) were supported. In addition the school maintained contracts with third party partners in order to provide additional services such as Occupational Therapy, Psychological Assessments, and Behavior Intervention coaching.
2. A school-wide Positive Behavior and Intervention System (PBIS) supported the social emotional skill building and support for all students and a Response to Intervention process supported students with additional academic and/or behavior needs.
3. Teachers engaged in Social Emotional Learning professional learning opportunities including training in Responsive Classroom, Toolbox, Summit Habits of Success. All Yu Ming students participated in weekly community meetings.
4. Playworks a non-profit organization that helps schools develop a positive school culture in the Playground coached our PE teacher and recess team.
5. Equity Design Strategy Group (comprised of various stakeholders) met 6 times this year to develop an Equity Vision Statement and action pillars. The Parent Equity Study Circle, met to discuss equity and inclusion and what that looks like.

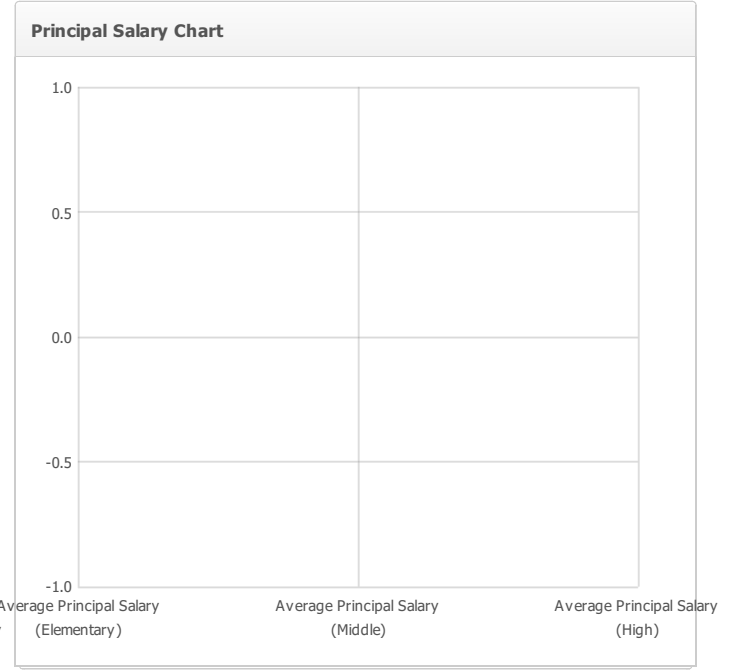
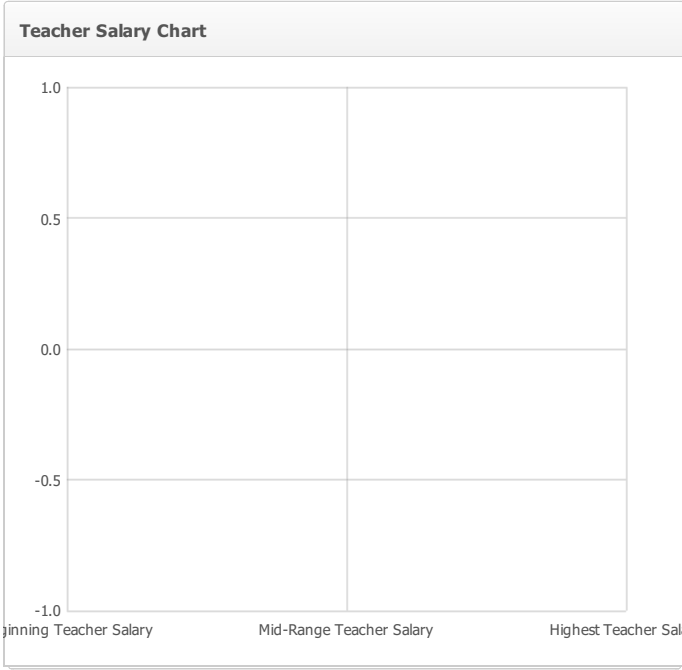
Last updated: 2/1/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	--
Mid-Range Teacher Salary	\$	--
Highest Teacher Salary	\$	--

Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	--
Average Principal Salary (High)	\$	--
Superintendent Salary	\$	--
Percent of Budget for Teacher Salaries	0.0%	--
Percent of Budget for Administrative Salaries	0.0%	--

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



Last updated: 1/31/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/31/2018

Professional Development

Yu Ming Charter School's staff development activities have centered on building our educators' knowledge and proficiency in delivering a Student-Driven Personalized Bilingual, Biliterate, and Bicultural Program.

In the Elementary School (Grades K–5) we worked to deepen our Immersion Balanced Literacy approach and enable teachers and teaching assistants to creating learning opportunities that build background knowledge and oracy as a critical lever for building academic proficiency in reading and writing and mastery of Common Core State Standards. Chinese and English teachers were supported through professional learning and coaching on effective implementation of the Reader's and Writer's Workshop model to implement a challenging and rigorous immersion-balanced literacy program in which students have numerous opportunities to demonstrate all three modes of communication: interpersonal, interpretive, and presentation. Chinese and English teachers were supported in further implementing leveled reading systems supplemented by a leveled online reading platform in English and Chinese. Yu Ming teachers worked collaboratively to build a vertically articulated grade-level writing system with a common framework to model writing, guide practice, and support all students. Yu Ming teachers also explored a range of instructional approaches, including explicit instruction, guided and independent practice, small-group instruction, technology integration, and one-on-one conferencing, to provide students multiple avenues for accessing, understanding, and applying new knowledge and skills.

Yu Ming's Middle School (Grades 6–8) utilizes the Summit Learning model and tools to support our program model that integrates rigorous and enriched academics with personalized and project-based learning. The leadership and teaching team have previously participated in week-long Summit Learning trainings and currently participate in biannual regional convenings and receive ongoing coaching from a Summit Learning coach. In addition to a common focus on Immersion Balanced Literacy, teachers worked together to build their knowledge and proficiency in implementing a student-driven, personalized learning approach that encourages students to actively participate in their education and to drive their own success. Additionally, the middle school has implemented the Valor Compass curriculum to support student development in social emotional competencies. Students meet in advisories to set goals and develop habits of success with support from their mentors and content teachers.

The Staff Development Calendar consisted of the following:

- 5 Days of Pre-Service Staff Development (i.e. Team building, Positive classroom and school culture, Immersion Balanced Literacy, flexible classroom learning environments)
- 1 Day of Pupil-Free Day Staff Development (i.e. Positive classroom and school culture, Culturally Responsive Teaching)
- Weekly Friday Afternoon (1:30-4:00pm) Staff Development (i.e. Oracy, Learning Headquarters Writing, Restorative Practices, Data Cycles of Inquiry, Culturally Responsive Teaching, Immersion Balanced Literacy, ADHD and Executive Functions)
- K-G5 Weekly (90 mins) Grade Level Professional Learning Communities (i.e. Data Cycles of Inquiry, Assessments, Data-Driven Instructional Planning, RTI)
- Weekly (120 mins) Middle School School Grade Level Professional Learning Communities (i.e. Mentorship, Advisory, Valor Compass, RTI, Data Cycles of Inquiry, Assessments, Data-Driven Instructional Planning, RTI)
- K-G5 Trimester 1-day release for Grade Level Planning (i.e. Curriculum Mapping for following Trimester, Writing Assessment, Chinese and English instructional alignment, Social Studies, Science)
- 10 Half-Days of Middle School Program and Curriculum Planning (Data Analysis, Summit Learning Curriculum Unit development/revision, Program Planning)
- Various Off-Site Staff Development Opportunities (i.e. Responsive Classroom, Learning Headquarters)

Last updated: 1/31/2018