

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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

As a leader in the Mandarin Immersion education, Yu Ming nurtures our inclusive and diverse community to become empowered, engaged and outstanding global citizens. We are a tuition-free charter public school located in Oakland, California serving students in Kindergarten to 8th grade from many racial, ethnic and socio-economic backgrounds. Through learning experiences that are purposeful, rigorous, and personalized we unlock each student's unique potential and nurture the necessary skills, mindsets, and values to make a positive impact in the world. Our model is anchored on four pillars: Academic Excellence, Mandarin Immersion Leadership, Whole Child Education, and fostering a Diverse, Equitable, and Inclusive Community. Yu Ming is the first Mandarin immersion charter school in the state, and the only stand-alone Mandarin immersion public school in Alameda County.

#### Contact

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

Phone: 510-452-2063  
E-mail: [office@yumingschool.org](mailto:office@yumingschool.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Alameda County Office of Education
<b>Phone Number</b>	(510) 887-0152
<b>Superintendent</b>	L Karen Monroe
<b>E-mail Address</b>	<a href="mailto:lmonroe@acoe.org">lmonroe@acoe.org</a>
<b>Web Site</b>	<a href="http://www.acoe.org">http://www.acoe.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Yu Ming Charter
<b>Street</b>	1086 Alcatraz Ave.
<b>City, State, Zip</b>	Oakland, Ca, 94608-1265
<b>Phone Number</b>	510-452-2063
<b>Principal</b>	Sue Park, Head of School
<b>E-mail Address</b>	<a href="mailto:office@yumingschool.org">office@yumingschool.org</a>
<b>Web Site</b>	<a href="http://www.yumingschool.org">www.yumingschool.org</a>
<b>County-District-School (CDS) Code</b>	01100170124172

*Last updated: 1/31/2019*

### School Description and Mission Statement (School Year 2018—19)

Yu Ming is a tuition-free, K-8 public charter school open to all California residents authorized by the Alameda County Board of Education. Yu Ming is a top performing elementary and middle school in the district, county, and state, where students graduate bilingual and biliterate in Mandarin Chinese and English.

#### Our Mission

As a leader in Mandarin Immersion education, we nurture our inclusive and diverse community to become empowered, engaged, and outstanding global citizens.

At Yu Ming, we unlock each student's unique potential and nurture the necessary skills, mindsets, and values to make a positive impact in the world, by anchoring our model on four pillars: Academic Excellence, Mandarin Immersion Leadership, Whole Child Education, and Diverse, Equitable, and Inclusive Community.

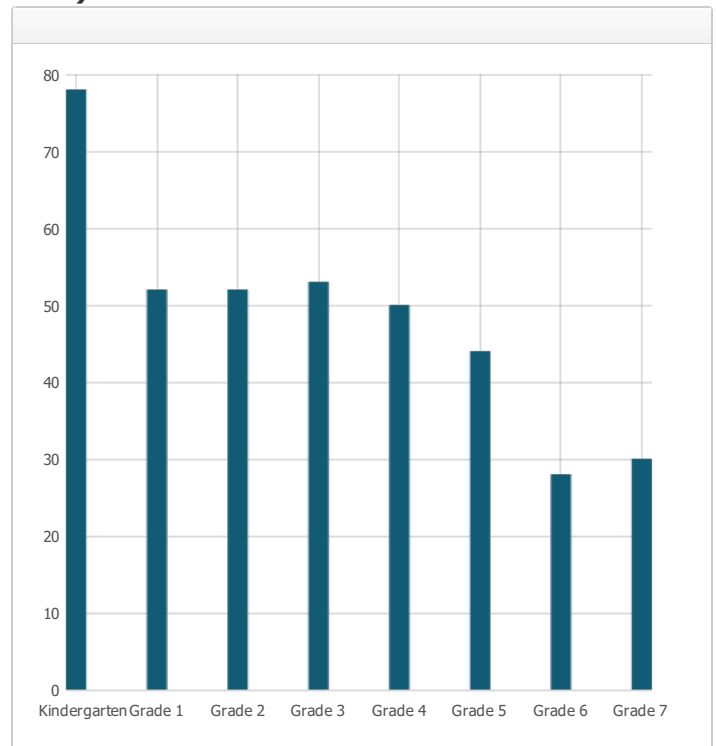
Yu Ming follows a full-immersion model of instruction. In Kindergarten to Grade 2, 90 percent of instruction is in Mandarin Chinese and 10 percent is in English. The mix changes to 70 percent Mandarin Chinese and 30 percent English in grades 3 and 4. Grades 5 and 6 have a 50-50 split in Mandarin Chinese 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.

We personalize learning for students to reach their greatest potential, foster bilingual global citizens, balance rigorous academics with social-emotional learning, and build a community that embraces diversity and values our collective humanity.

*Last updated: 1/31/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	78
Grade 1	52
Grade 2	52
Grade 3	53
Grade 4	50
Grade 5	44
Grade 6	28
Grade 7	30
<b>Total Enrollment</b>	<b>387</b>



Last updated: 1/31/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	4.9 %
American Indian or Alaska Native	%
Asian	46.0 %
Filipino	1.8 %
Hispanic or Latino	4.4 %
Native Hawaiian or Pacific Islander	0.3 %
White	8.3 %
Two or More Races	34.1 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	13.7 %
English Learners	5.4 %
Students with Disabilities	6.2 %
Foster Youth	%

## A. Conditions of Learning

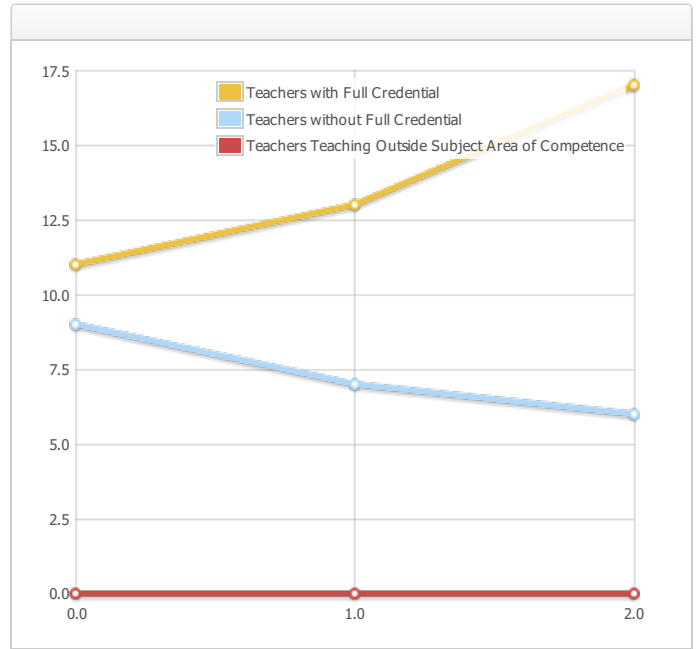
### State Priority: Basic

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

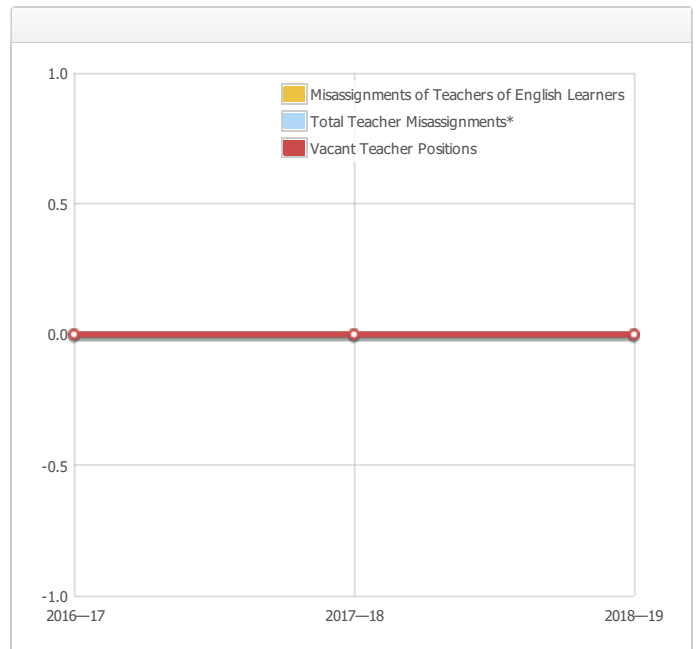
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	11	13	17	
Without Full Credential	9	7	6	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/31/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/31/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: January 2019

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Learning Headquarters, 2015 Fountas & Pinnell Phonics, Spelling, and Word Study System (Heinemann) 2018 Reading Minilessons (Heinemann) 2018, Words Their Way, 2018, Vocabulary Spelling City, 2018 Summit Learning Personalized Platform 2016	Yes	0.0 %
Mathematics	SFUSD Units of Study, 2016 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 Better Immersion, 2016	Yes	0.0 %
History-Social Science	Better Immersion, 2016 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 Learning Headquarters, 2015	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		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: 1/31/2019

## School Facility Conditions and Planned Improvements

Yu Ming Charter School operated at two different school sites during the 2017-2018 school year.

- The Lower School campus provided twelve classrooms along with a playground, a garden, indoor and outdoor eating space and blacktop area for our Kindergarten through second grade students.
- The Upper School campus provided twelve classrooms along with blacktop area and cafeteria for our third through seventh grade students.

The school grounds, restrooms, and buildings for both sites are in good repair and well maintained. Between two day custodians and a night custodian, 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: 1/31/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: April 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Rated Good at Lower School campus, Rated Poor at Upper School: Break in ceiling in office area (Working in progress to inspect)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Rated Good at Upper School, Rated Fair at Lower School: basement water fountain needs repair (Already repaired since report)
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Rated Good at Upper School, Fair at Lower School: cracks on playground slides, bench in blacktop area needs repair (Work in progress to get KaBoom! Grant to rebuild the playground structure at Lower School)

## Overall Facility Rate

Year and month of the most recent FIT report: April 2018

Overall Rating	Good
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*Last updated: 2/1/2019*

## 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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	82.0%	90.0%	34.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	86.0%	89.0%	27.0%	35.0%	37.0%	38.0%

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.

Note: ELA and 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.

*Last updated: 1/18/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	203	198	97.54%	90.40%
Male	97	95	97.94%	84.21%
Female	106	103	97.17%	96.12%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	91	88	96.70%	88.64%
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	17	17	100.00%	94.12%
Two or More Races	80	80	100.00%	93.75%
Socioeconomically Disadvantaged	20	20	100.00%	75.00%
English Learners	25	25	100.00%	76.00%
Students with Disabilities	17	17	100.00%	64.71%
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: 1/18/2019*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	203	198	97.54%	89.39%
Male	97	95	97.94%	86.32%
Female	106	103	97.17%	92.23%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	91	88	96.70%	92.05%
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	17	17	100.00%	94.12%
Two or More Races	80	80	100.00%	87.50%
Socioeconomically Disadvantaged	20	20	100.00%	75.00%
English Learners	25	25	100.00%	88.00%
Students with Disabilities	17	17	100.00%	52.94%
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: 1/18/2019*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/18/2019*

### Career Technical Education (CTE) Programs (School Year 2017–18)

Yu Ming was a K-7 school in 2017-2018 and did not offer career and technical education programs.

*Last updated: 1/18/2019*

### Career Technical Education (CTE) Participation (School Year 2017–18)

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: 1/18/2019*

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# 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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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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: 1/18/2019

## 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 school site

### Opportunities for Parental Involvement (School Year 2018—19)

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:** Scheduled throughout the year, these 1-3 hour sessions in the mornings 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](mailto:ysho@yumingschool.org) or 510-452-2063.
- **Opportunities to Provide Feedback:** Each fall and spring, 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, leadership team, 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

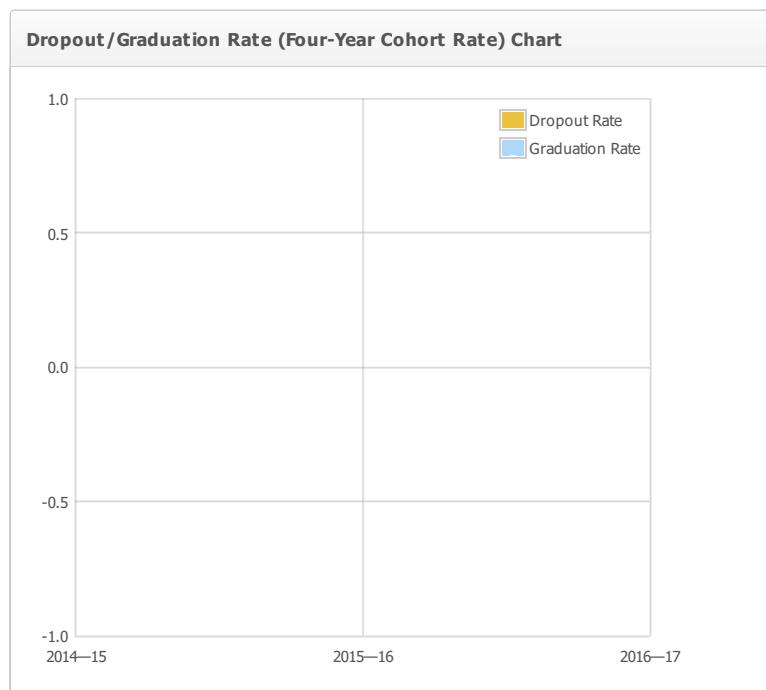
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	51.9%	47.4%	10.7%	9.7%
Graduation Rate	--	--	28.5%	34.9%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	35.3%	9.1%
Graduation Rate	--	46.4%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/28/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

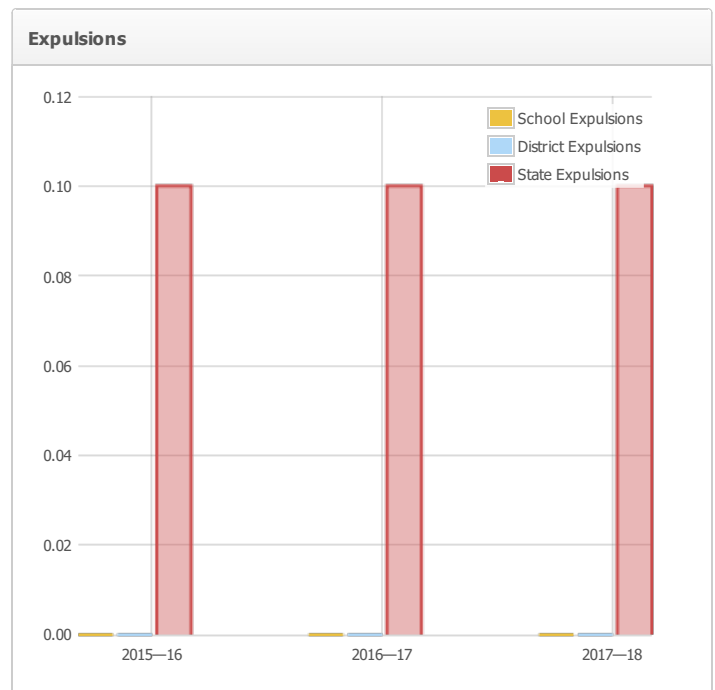
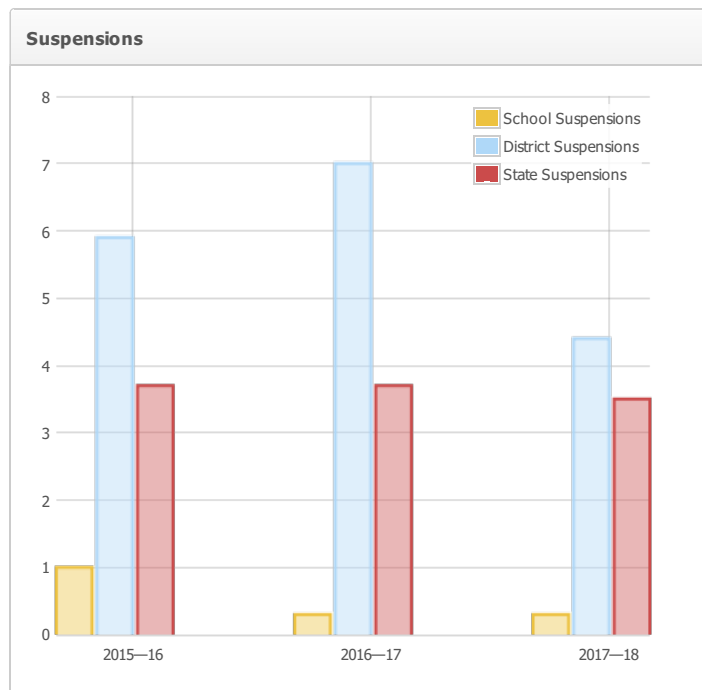
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.0%	0.3%	0.3%	5.9%	7.0%	4.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/18/2019

## School Safety Plan (School Year 2018—19)

Yu Ming has a Comprehensive School Safety Plan in compliance with Education Code Sections 35294-35297. The plan was last reviewed, updated and approved by School Leadership Team, the Board, Family Support Organization Council (school-site council), and Law Enforcement Agency (local police department), a faculty representative and a student representative on January 24, 2019. Our safety plan includes emergency response procedures, procedures for safe entry and exit, and incorporates our Family Handbook and Employee Handbook, which address disciplinary procedures, sexual harassment, child abuse reporting, and school dress codes. Staff are regularly trained on the Plan, 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 Employee Handbook and receive training on relevant procedures prior to the first day of school including child-abuse reporting procedures. This preparation includes a emergency drills 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: 1/31/2019

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	27.0		2	
1	27.0		2	
2	26.0		2	
3	26.0		2	
4	27.0		2	
5	22.0		2	
6				
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	27.0		2	
1	27.0		2	
2	27.0		2	
3	27.0		2	
4	26.0		2	
5	23.0	4	13	
6	22.0	16	2	2
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.0		3	
1	26.0		2	
2	26.0		2	
3	27.0		2	
4	25.0		2	
5	22.0		2	
6	15.0	12	1	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/18/2019



**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
English	15.0	2		
Mathematics	15.0	2		
Science	15.0	2		
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: 1/18/2019*

**Academic Counselors and Other Support Staff (School Year 2017–18)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.3
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	1.5	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: 1/28/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11464.1	\$991.7	\$10472.4	\$53947.7
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/28/2019*

## Types of Services Funded (Fiscal Year 2017—18)

Yu Ming Charter School is dedicated to ensuring student success, and in the 2017-2018 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), Amplify 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, Chinese Language development, Responsive Classroom, Personalized Learning, Differentiation, Cycles of Inquiry, Data-Driven/Targeted Instruction, Summit Platform, Leveled Libraries, adopted curriculum, Culturally Responsive Teaching, Math Instruction, American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, Yu Ming Immersion Model, Parent Communication, Understanding and Managing Challenging Behaviors, Social and Emotional skills development

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

1. All teachers were provided with professional development as outlined above.
2. Teacher Leaders were dedicated to coordinate mandarin curriculum materials and assessments, provide coaching to teachers, observe classroom instruction and provide feedback.
3. Teaching Interns from Taiwan were hired along with a Chinese Teaching Assistant, a Chinese Resource Teacher, and an English Teaching Assistant.
4. The STAMP assessment was administered in grades 2, 4, 6 and 7.

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 Director, 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, and Compass. All Yu Ming students participated in weekly Circles and community meetings.
4. Equity Design Strategy Team (comprised of various stakeholders including Board Members, school leadership, staff, and parent leaders) met 6 times this year to develop an Equity Vision Statement and action pillars.

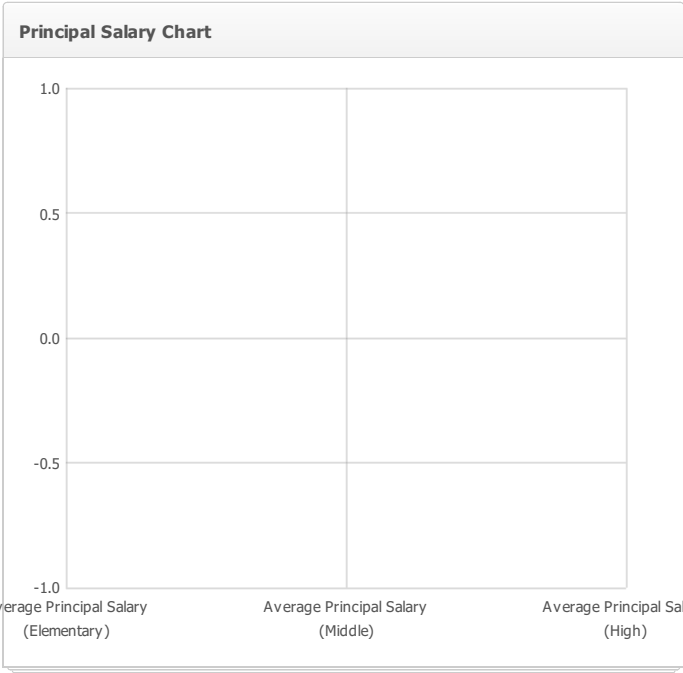
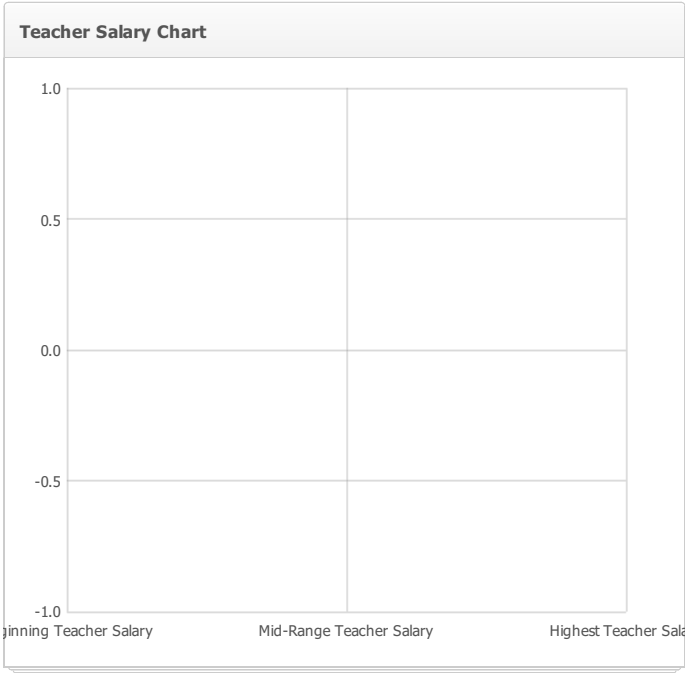
*Last updated: 1/31/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

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	--	--
Percent of Budget for Administrative Salaries	--	--

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



Last updated: 1/18/2019

**Advanced Placement (AP) Courses (School Year 2017–18)**

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: 1/18/2019*

**Professional Development**

Yu Ming Charter School's staff development activities have centered on building our educators' knowledge and proficiency in delivering a Data-Informed, Personalized, Bilingual and Biliterate Program. Additional staff development has focused on building a social-emotional model to guide students' personal development individually and in relationships.

In the Elementary School (Grades K–5) we worked to deepen our Immersion Balanced Literacy approach and enable teachers and teaching assistants to create 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.

This year teachers have implemented the Valor Compass curriculum to support student development in social emotional competencies. In elementary classrooms, teachers lead students through badgework which focuses on developing skills of self-awareness and social skills. Middle school students meet in advisories to set goals and develop habits of success with support from their mentors and content teachers.

The Staff Development Calendar for the last school years have consisted of the following:

- 6-8 days of Pre-Service Staff Development (i.e. Team building, Positive classroom and school culture, Immersion Balanced Literacy, flexible classroom learning environments, Compass)
- 1 Day of Pupil-Free Day Staff Development (i.e. Compass, Data Cycles of Inquiry, Positive classroom and school culture, Culturally Responsive Teaching)
- Weekly Friday Afternoon (1:30-4:00 pm) Staff Development (i.e. Compass, Oracy, Learning Headquarters Writing, Data Cycles of Inquiry, Culturally Responsive Teaching, Immersion Balanced Literacy, Student-led Conference, Graduate Portfolio, ACTFL Proficiency Guideline, CAASPP, Classroom Management, Formative and Summative Assessments)
- K-5 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)
- K-5 Trimesterly release day 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, Compass, Instructional Leadership & Coaching, National Chinese Language Conference. Diverse Charter Schools Coalition)

*Last updated: 1/31/2019*