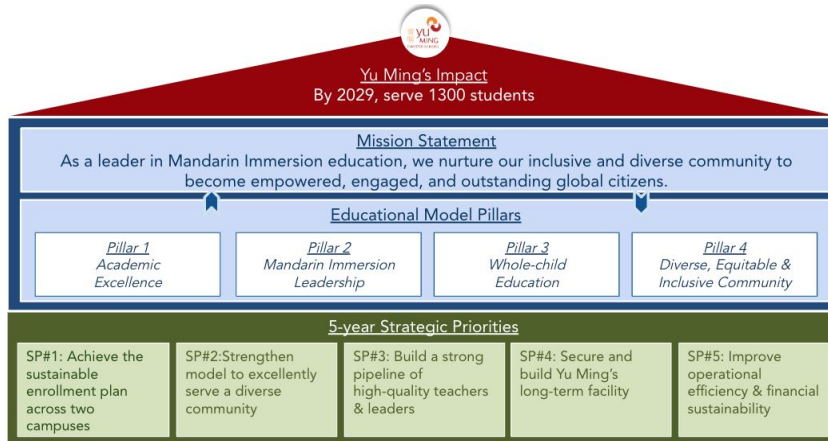




Board of Directors Meeting
Meeting Location: 827 Broadway, Oakland, CA 94607
September 15th, 2019, 12:00pm

Vision & Mission

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



I. PRELIMINARY

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

II. INVITATION TO THE PUBLIC TO ADDRESS THE BOARD

III. CONSENT AGENDA (10 mins)

- A. Approve June 2019 Minutes**
- B. Approve June, July 2019 Check Registers**
- C. Vote on Creation of New Committee: Governance**

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

FOR MORE INFORMATION

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



D. Committee Chairs:

1. Vote on Reggie Lee as Enrollment & Diversity Committee Chair
2. Vote on Ron Lewis as Fund Development Committee Chair
3. Vote on Brianna Swartz as Governance Committee Chair
4. Vote on Alcine Mumby as Education Committee Chair

IV. ITEMS OF BUSINESS

A. Brown Act Training & Legislative Update - Wayne K. Strumpfer, Of Counsel, Young Minney & Corr (60 mins)

B. 2018-2019 Goals and 2019-2020 Goal-setting (Sue Park, Staff)(120 mins)

1. Discussion Review 2018-2019 Progress on School Goals
 - i. Student Outcomes
 - ii. School Climate and Culture
 - iii. School Growth and Sustainability
2. Discussion Set New 2019-2020 School Goals
3. Discussion Consultancy Protocol with School Goals
 - i. Student Achievement Outcomes
 - ii. School Climate and Culture
 - iii. School Growth & Sustainability

C. Finance Committee (Jessica Norman)(20 mins)

1. Vote Unaudited Actuals Report 2018-2019
2. Discussion 2019-2020 School Budget Update

D. Strategic Plan (Sue Park)(15 mins)

1. Discussion Strategic Plan Update

E. Enrollment & Diversity Committee (Reggie Lee)(15 mins)

1. Vote Material Revision of Charter

F. Governance Committee (Julie Mikuta/Brianna Swartz) (60 mins)

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

FOR MORE INFORMATION

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



1. Discussion Look Back / New Goals / Meeting Schedule
2. Discussion of Potential Board Candidates
3. Looking ahead: Summer Self-Evaluation

G. Board Meeting Schedule for 2019-2020 (7 mins)

1. Vote on Board Meeting Schedule for 2019-2020

V. REVIEW OF ACTION ITEMS AND FUTURE AGENDA ITEMS

VI. ADJOURNMENT

The meeting was adjourned at _____.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

FOR MORE INFORMATION

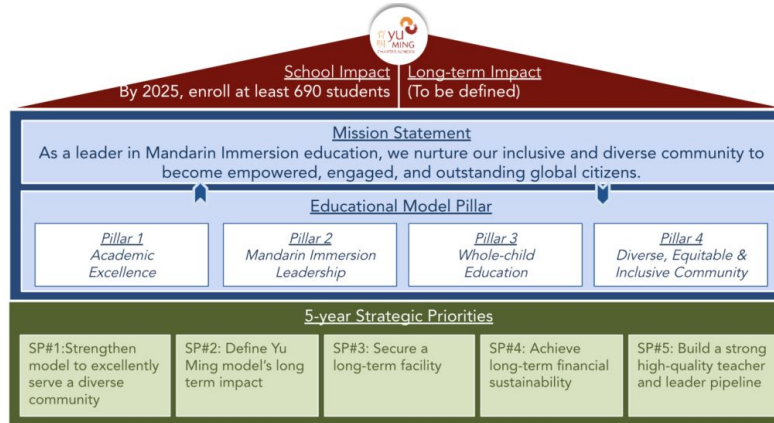
For more information concerning this agenda or for materials relating to this meeting, please contact:
Yu Ming Charter School at 1086 Alcatraz Ave, Oakland, CA 94608; telephone (510) 452-2063



Board of Directors Meeting
Meeting Location: 675 41st St. Oakland, CA 94609
June 20th, 2019, 6:00 PM

Vision & Mission

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



I. Preliminary

- A. CALL TO ORDER**
- B. ROLL CALL**

NAME	Present	Absent
Lucia Hwang	x	
Joy Lee	x	

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

FOR MORE INFORMATION

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



Ron Lewis	x	
Julie Mikuta	x	
Sonali Nijhawan		x
Jessica Norman	x	
Eric Peterson	x	
Brianna Swartz	x	
Ethan Warsh	x	
Alcine Mumby		x

C. APPROVAL OF AGENDA

Moved by Brianna Swartz
Seconded by Lucia Hwang
Approved

II. INVITATION TO THE PUBLIC TO ADDRESS THE BOARD

Addressing concerns on Special Ed areas for improvement
GO Public Schools presenting on 1Oakland's Campaign Action Team and engaging with their plan

III. CONSENT AGENDA (5 mins)

- A. Approve May 2019 Minutes
- B. Approve April 2019 & May 2019 Check Registers

Moved by: Jessica Norman
Seconded by: Ron Lewis

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

FOR MORE INFORMATION

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



Approved

IV. ITEMS OF BUSINESS

A. Finance Committee (Jessica Norman) (90 min)

1. Discussion May Financial Report (15 min)

Near year-end looking at how actuals match forecast - over forecast mainly from increased ADA and should be fairly similar to year-end actuals.

2. Vote LCAP Review and Approval (20 min)

Same 3 goals as previous year. Change for next year is structure of team in redistributing administrative staff for more clear lines of responsibility for school and parent stakeholders and to be more responsive to student needs. Desire to explore efficiencies with Chinese teachers and partial classroom time model. Discussion on SpEd staffing (director moving to consultant role) and ensuring ability to meet student needs. August meeting will have more detail on SELPA audit.

Moved by: Jessica Norman

Seconded by: Eric Peterson

Approved

3. Vote 19-20 Budget Approval (30 min)

Budgeting for 96% ADA, not expecting new funding. Including new grant money from Charter Schools Growth Fund (if growing will apply) - if not included it will be negative net income (but will remove certain salaries/positions if there is no expansion). Additional Silicon Schools and Educate 78 funding as well with expansion. STRS reduced slightly due to payments this year.

Moved by: Lucia Hwang

Seconded by: Ron Lewis

Approved

4. Vote ExED 19-20 Contract (15 min)

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

FOR MORE INFORMATION

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



Moved by: Brianna Swartz
Seconded by: Ethan Warsh
Approved

5. Vote First Republic Bank Account Signatory Removals and Additions (10 min)

Moved by: Ron Lewis
Seconded by: Lucia Hwang
Approved

B. Strategic Planning Committee (Cindy Liu) (60 min)

1. Vote Update on Strategic Plan

Focus is on SP2 with new information. Option 1 (current enrollment plan) vs Option 2 (increasing enrollment - up to 6 classes per grade). Support for both models, also questions/suggestions related to viability and execution. Additional information provided for greenlight analysis on leadership capacity, talent pipeline, financial viability, neighborhood identification and organizational needs. Each site will have full set of K-8 grade levels; intent to move into new site in Y3 of plan (2021-22). Discussion on how to handle material revision + charter renewal. Concern about Prop 39 and facility for second site while working on securing facility for existing school.

Adjustments - include facilities as a core greenlighting criteria, Board will revisit the criteria for the greenlighting SP2 and sustainable growth plan at every meeting in order to continue to provide input.

Vote for SP2 (sustainable growth plan):

Moved by: Ethan Warsh
Seconded by: Brianna Swartz
Approved

Vote for strategic plan overall:

Moved by: Lucia Hwang

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

FOR MORE INFORMATION

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



Seconded by: Jessica Norman
Approved

- C. Governance Committee Update (Brianna Swartz) (30 min)
 - 1. Vote New FSO Parent-elected Board Member (Reginald Lee) (15 min)

Moved by: Eric Peterson
Seconded by: Lucia Hwang
Approved

- 2. Discussion August/September Board Retreat Date and Agenda (15 min)

All dates in Aug/Sept have some conflicts - **proposed date is September 15th**

- D. Facilities Committee Update (Lucia Hwang) (20 min)
 - 1. Discussion Update on Facilities (10 min)

Continued work on evaluating options and financial modeling

- 2. Vote MLK Lease Second Amendment (10 min)

Moved by: Lucia Hwang
Seconded by: Brianna Swartz
Approved

- E. Funds Committee Update (Sue Park, Eric Peterson) (10 min)
 - 1. Discussion Update on Capital Campaign - Discuss progress in the development of Yu Ming's Capital Campaign to secure a new or expanded school facility (10 min)

V. REVIEW OF ACTION ITEMS AND FUTURE AGENDA ITEMS

August Meeting - SELPA audit review
Check-in on SP2 progress and greenlighting criteria

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

FOR MORE INFORMATION

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



VI. **ADJOURNMENT**

The meeting was adjourned at 9 pm.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

FOR MORE INFORMATION

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



Board of Directors Retreat
September 15, 2019
AGENDA ITEM INFORMATION

Agenda Item	Brown Act Training
Time Allotted	60 Min
Background	Brown Act Training & Legislative Update - Wayne K. Strumpfer, Of Counsel, Young Minney & Corr
Summary	N/A
Type	Discussion
Key Questions	N/A



A Summary of AB 1505 & AB 1507

Background/Overview

This year, powerful special interests conspired to legislate charter-hostile policies so extreme, the *LA Times* called them “vindictive” and “nasty.” They were matched for eight months straight with a sustained groundswell of opposition from charter public school educators and families that forced them to the negotiating table. Despite spending over \$4 million in favor of the status quo, anti-charter special interests came up short. Instead, California’s resilient charter movement beat the odds by negotiating amendments to the Charter Schools Act, led by CCSA and Governor Gavin Newsom, that affirm high-quality charter schools are here to stay and recognize the unique value existing and future charter schools play in closing California’s chronic and persistent achievement gap.

CCSA has moved to a “neutral” position on Assembly Bill (AB) 1505 to preserve the hard-fought policy achievements we were successful in securing through extensive negotiations. These efforts restore due process rights for charters on appeal, including a limited role for state appeals; shield renewals from fiscal impact consideration; balance fiscal impact consideration against academic need for new petitions; modernize renewal criteria with a streamlined renewal path for achievement gap-closing schools and preserve academic indicators as a weighted factor for most schools; provide a five-year transition for existing non-core, non-college prep teachers to be credentialed; and provide some protections within a limited two-year moratorium on new nonclassroom-based schools.

As with any compromise, concessions were required of us but ultimately, we believe the totality of the deal we negotiated charts a bright future for a charter movement that can continue to grow, innovate, and exemplify the limitless potential of all children to learn. It’s time to move forward and work together to design strategies that usher in the next generation of great public schools. The Governor has committed to only entertaining further charter legislation in the near future related to statewide standards for authorizers and NCB reform.

Summary of Content and Changes

AB 1505 is expected to be signed by the Governor before October 12, but its requirements will not go into effect until July 1, 2020, providing schools time to adjust to the new law. This Brief provides a summary of the changes that will be enacted by AB 1505 and AB 1507, related to school locations. This overview should not be considered a replacement for the actual law, and we encourage schools to review the details of the law and discuss these changes and their implications for your school with your attorney and your board. CCSA is committed to providing more in-depth information and technical assistance related to the implementation of these bills in the coming weeks and months.

Charter Petitioning Process

AB 1505 contains a number of changes to the petitioning process which, on balance, may provide charter schools with more clarity and a more transparent process. These procedural changes will apply to all petition submittals, including new petitions, renewals, appeals and county-wide benefit charters.

AB 1505 lengthens charter review time to 60 days for hearing and 90 days for approval. Currently law allows only 60 days for charter decision, sometimes driving a bias to denial. While extending the timeline 30 days may create delays for some schools, particularly those who need to appeal, this change is consistent with a consensus recommendation of Charter Task Force (CTF). Further, the following associated changes should actually improve the decision process and timeline:

- Requires the 90-day timeline to start when the petitioner submits to the district office and certifies the petition is complete. This should reduce situations in which the authorizer restarts the clock by claiming a petition is incomplete or requires a charter only to submit at specified time or place, such as at a district board meeting.
- Requires the district to publish findings and recommendations 15 days prior to the public hearing. This will allow petitioners sufficient time to prepare written responses to rebut district findings and eliminate situations in which the charter receives no information or recommendations prior to the public hearing.
- Requires the petitioner to receive equal time and procedures at hearing to present evidence and testimony and to respond to the district's testimony. Equal time, combined with prior notice will provide more fairness in the process and better chance for a petitioner to make a strong case. It will also help to build a stronger public record if an appeal is necessary.

New Charter Evaluation Criteria (Community and Fiscal Impact)

While current law allows no consideration of local impact in chartering decisions, AB 1505 previously allowed broad and unchecked denial for fiscal impact for all new and renewing schools, with no consideration of local student need. Coupled with loss of appeal rights also in early AB 1505 text, all charter schools could have faced denial or closure with no due process.

Consideration of district impact in chartering decisions is one the most controversial pieces of the bill and was a top priority for the author and the Governor. **The final bill limits the application of the fiscal impact considerations only to new petitions or existing schools that are expanding to one or more additional sites or grade levels beyond what is already approved in the charter.** In addition, in all cases, the authorizer must consider the academic needs of the students the charter proposes to serve if it is considering denial of a petition based on fiscal impact.

Specifically, AB 1505 adds two new allowable reasons for denial of a charter school:

- *The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider:*
 - *The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.*

- *Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.*
- *The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 1240 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification pursuant to Section 1240, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.*

These new provisions could have a significant impact on charter growth throughout the state, but especially in districts that are deemed to be in fiscal distress. It will be critical for charter schools to build a strong case within their charter petitions for the needs of the students in the district and the benefit of the charter to counter any fiscal impact findings by a district. It will also help to build a strong public record of these issues in case of an appeal.

The interim certification of districts' financial reports that designate a district as positive, qualified or negative is updated twice per year and publicly available on the CDE website at: <https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp>. As of the 2018-19 second interim certification, 6 districts have a negative certification (with Sacramento City USD being the largest), and 28 have a qualified certification (with Los Angeles USD and Twin Rivers USD being the largest). Currently, the following school districts are under state receivership: Oakland USD, Inglewood USD, South Monterey County Joint Union HSD and Vallejo City USD.

Revised and Additional Charter Petition Elements

AB 1505 makes a few changes to the actual content of a school's charter. These changes will apply to new petitions and to existing petitions at renewal.

- The petition shall more explicitly align charter goals and outcomes to all of the state dashboard priorities without regard to the nature of the program operated by the school, except priorities that are not relevant to the grade levels of the charter. This change is consistent with changes made earlier this year in SB 75, the 2019 Education Trailer Bill to the budget.
- Current law requires a petition to describe the means by which the charter will achieve a racial and ethnic student balance comparable to the district. AB 1505 adds English Learners (including re-designated students) and students with disabilities (with consideration of the impact of charter's status for special education as an independent local education agency) to this requirement.
- Petitioners will be required to include in its supplemental information, the names and qualifications of nominees to the charter's nonprofit governing body.
- Requires a charter school that is establishing one or more additional sites or grade levels to notify authorizer and submit for approval as a material revision. Currently this is only required for additional sites.

Credentialing Requirements for All Charter Teachers

Current law states legislative intent that charters be given flexibility in credentialing with regard to noncore, non-college preparatory courses. AB 1505 previously eliminated any credentialing flexibility as of January 1, 2020- an abrupt change that would have resulted in immediate and massive noncompliance and significant mid-year disruptions to many programs, their staff and students.

The final version of 1505 also removes current intent language on noncore flexibility and requires all charter teachers to be appropriately credentialed. However, a number of clarifications were included that may reduce the harm and ease transition for programs, students and teachers:

- By 12/1/20, all teachers must have “Certificate of Clearance” to teach and be subject to background checks and criminal monitoring by the Commission on Teacher Credentialing (CTC). While all charter teachers are currently required to have a fingerprint screening and background check, some schools may not be using the CTC process for their non-credentialed teachers. <https://www.ctc.ca.gov/docs/default-source/leaflets/cl900.pdf?sfvrsn=2>
- By July 1, 2020, all newly hired teachers for the 2020 school year and beyond will need an appropriate credential for their assignment.
- By June 30, 2025 all existing teachers will have to be certified. For some specialist teachers, this may include a career technical education credential or other appropriate certification. More information is at: <https://www.ctc.ca.gov/docs/default-source/leaflets/cl888.pdf>
- All direct-funded charter schools will have access to the same credentialing flexibilities as districts do, including local assignment options and emergency credentials and for independent study but must meet all related laws and regulations. (Presumably locally funded charter will have similar access through their district.)
- Some existing options charter schools may consider, as appropriate, may include certifications for Career Technical Education and considerations for independent study, alternative schools and adult courses allowed under Education Code Section 44865.
- By 6/30/22, the CTC shall provide a report on existing certifications for adequacy to address noncore non-college prep assignments and consider new or modified certificates. This should provide an opportunity to establish more appropriately flexible credentials at CTC and potentially spark more innovative approaches for teacher certification.

Charter Appeals

When AB 1505 was first introduced, it would have eliminated appeals to the county and the State Board of Education for new schools, nonrenewals and revocations. Coupled with fiscal impact, all charter schools could have faced denial or closure with no due process. The final version restores full appeal rights for new schools, nonrenewals and revocations to counties, and if denied there, the school may submit an appeal to the State Board, but under a narrower standard.

Appeals to the county or state must be submitted within 30 days of the denial, and petitioners must provide a copy to the district.

The new charter petition process changes such as timeline, submittal and hearing protections that are discussed earlier will apply for both county and state appeals.

In addition, the law provides clarity that minor changes to the charter can be made to reflect circumstances due to the passage of time such as facilities, finances and law, or to reflect the change in authorizer. However, if more substantive changes are made, the county or state board will remand the petition back to the district which will have 30 days to reconsider the petition. If denied, the charter can resubmit the appeal.

In either a county or state appeal, the law allows judicial review if there is no action on an appeal within 180 days.

County Appeals: AB 1505 previously eliminated any county appeal, unless it was based only on very narrow procedural violations by the district. Now a full “de novo”, or fresh look appeal is restored at the county appeal level.

One minor exception to the full de novo appeal is if the district denied the petition based on the “fiscally distressed district” criteria discussed above, the county must also consider any fiscal impact finding of the district.

AB 1505 provides a new protection for schools denied in a county-district (e.g. San Francisco), by requiring the SBE to be appellant body for a de novo appeal. But, if approved by the SBE, it will reassign the charter to the district/county for oversight.

State Board Appeals: Currently, the state board of education (SBE) provide de novo review similar to district and county process and becomes the chartering entity and overseer if approved. AB 1505 establishes a more limited appeal than current law, which will impose a new standard of “abuse of discretion” by the district or county and eliminates state oversight of charters approved on appeal.

The standard of “abuse of discretion” is a narrower than the current “de novo” appeal at the state. While the term is not specifically defined in the bill, it is a standard used in civil lawsuits to evaluate if the school district or county board has not proceeded in the manner required by law, the decision of the school district or county board is not supported by the findings, or the findings are not supported by the evidence. The procedural changes noted earlier should result in a more balanced and robust administrative record that will give schools a stronger chance under the “abuse of discretion” standard that will apply at the state level. With a strong record, schools may have a fighting chance at overturning some local denials. The abuse of discretion standard of review at the state level may also result in districts improving their authorization process to engender greater predictability for petitioners. Other changes on a state appeal include:

- The petitioner must provide all documentary records with the appeal, and the district and COE must provide transcripts or other documents to the charter petitioner within 10 days of a request, including the evidence that supports that an abuse of discretion occurred.
- The district and COE may submit a rebuttal to the petitioners request within 30 days of appeal submittal with evidence from the documentary record.
- Current law does not guarantee a state hearing, but now all schools on appeal are guaranteed a hearing by the Advisory Commission on Charter Schools and ultimately by the SBE if the Commission recommends that a local decision should be overturned. The SBE must consider the appeal at a public meeting and hold a hearing or summarily deny the appeal if it finds no abuse of discretion occurred.

- If the SBE finds an abuse of discretion occurred, and overturns the appeal, the SBE will designate, in consultation with petitioner, either the COE or district that denied the charter as the chartering authority. This removes SBE out of its current oversight role but provides the petitioner some say to whether it goes to district or county.

County-wide Benefit Charters

Current law allows a county to approve a county-wide charter under certain criteria. A county board is provided fairly broad discretion on approvals and denials which are not appealable to the state board. Prior versions of 1505 would have completely eliminated or virtually eliminated county-wide chartering by adding significant new requirements. The final version of AB 1505 largely retains existing structure and law for county-wide charters. Restoring county-wide chartering to current law retains an option that might ultimately offer a path for growth in many cases.

AB 1505 makes only conforming amendments relative to procedural changes noted above for local petitions related to:

- Submittal timelines, procedures and equal time
- Balance of Special Education and English Learner students
- Notice of board nominees
- Credentialing
- Because countywide charter approvals already provide considerable local discretion, AB 1505 does not explicitly include the fiscal impact consideration.

State Board of Education Chartering Role

One priority of the Administration and sponsors of AB 1505 was to remove the SBE and department of education from their role of chartering authority and for overseeing charter schools of a statewide benefit and those approved on denial by a local authorizer. AB 1505 repeals the authority for a statewide benefit charter. Currently there is only one such charter, and the SBE has not considered any new ones for several years. AB 1505 requires the current statewide benefit charter and charters approved by the SBE on appeal to transfer to local authorization after their next renewal.

The prior version of AB 1505 provided no consideration for transition of existing state-approved charters to local oversight. The final version of AB 1505 provides for a reasonable transition for all existing state appeal charters and statewide benefit charters to local oversight:

- For existing SBE charters approved on appeal, at their next renewal they must go to the district (as currently required) and, if denied can go back to the SBE for appeal in accordance with current “de novo” criteria for appeals. If SBE approves the renewal, it will, in consultation with the charter, transfer oversight and subsequent authorization to either the local district or county.
- The statewide benefit charter will go to SBE for next renewal, but after renewal the SBE will, in consultation with the charter, transfer oversight and subsequent authorization to the local district where the site is located, or to the county. If they transfer to the county, they shall qualify as a county-wide benefit charter.
- Charters required to change authorizers shall be considered continuing charters for all purposes to protect funding and data.

Updated Charter Renewal Criteria and Process

AB 1505 provides a substantial reworking and updating to the renewal criteria and process for charter schools. Re-establishing predictable and reasonable renewal criteria has been a priority for CCSA since the prior Academic Performance Index accountability system was abandoned. The Administration has also sought to better align charter renewals with the new state dashboard accountability indicators. The result of these efforts is a three-tiered approach that CCSA supported that provides a different process for high, low and mid-range performing schools. The new criteria are tied more closely to the state dashboards, with an emphasis on academic indicators and provides a limited second-look process for mid-and-low-range schools where post-secondary and academic growth data will be admissible. Schools designated as Dashboard Alternative School Status (DASS) will not be included in the new criteria but will establish renewal targets locally. New criteria also allow more consideration of any fiscal, governance and enrollment equity issues at the charter school.

Beginning in the 2020-21 renewal cycle, high performing schools will be eligible for a streamlined renewal and a term of up to 7 years. For the first-time in state law we have established the concept that achievement gap-closing schools should be rewarded with streamlined and lengthened renewals. For very low performing schools, schools will have access to a second look for two renewal cycles and if approved, shall only be renewed for two years. For all other charter schools, except DASS schools, academic indicators must be weighted, and a second look process will also be available. The three tiers will apply as follows:

High performing charters shall be approved with streamlined renewal that only requires the charter be updated for changes in law, for 5 to 7 years, if for two years preceding the renewal the school:

- Has received the two highest levels (colors) schoolwide for all state indicators it has, or
- Has met or exceeded the statewide average¹ for all measurements of academic performance² schoolwide and has exceeded the average for a majority of underperforming subgroups³, and
- Is not in differentiated assistance under LCFF.

Low performing charters shall not be renewed if for two years preceding the renewal the school:

- Has received the two lowest levels (colors) schoolwide for all state indicators it has, or
- Is at or below the statewide average¹ for all measurements of academic performance² schoolwide and is below the average¹ for a majority of underperforming subgroups³.
- In order to approve a school not meeting the standards above, a “second look” is allowed for two renewal terms only through June 30, 2025, and a school may only be renewed if:
 - The authorizer finds the charter is addressing the factors of low performance, and
 - The school provides verifiable data from an externally validated nationally recognized source that the school has made sufficient gains or has strong postsecondary outcomes.
 - If the charter is approved, it may only be for a two-year term.

For all non-DASS charters not meeting the high or low criteria (the vast majority of charter schools) the authorizer must consider the school’s performance on all dashboard indicators schoolwide and by

¹ The statewide average is the schoolwide performance level (color) on the California School Dashboard for the entire state of California for each academic indicator.

² Measurements of academic performance are the CAASPP ELA and Math indicators, the English Learner Progress Indicator and the College/Career indicator.

³ Underperforming subgroups are defined as any numerically significant subgroup the school serves where that subgroup is performing below the state average.

subgroups and provide greater weight to academic indicators. This provision does not contain a clear threshold for approval or denial as provided in the high and low tier.

In addition to the dashboard metrics, until January 1, 2026 (but not to exceed two renewals) the authorizer shall also consider verifiable data from an externally validated nationally recognized source that the school has made sufficient gains or has strong postsecondary outcomes. The state board is directed to establish criteria for verified data and an approved list of assessments for this purpose by January 1, 2021, but until then, a renewing charter school can present data consistent with the criteria outlined in this section of education code. The phase out of the second-look is intended to provide sufficient time for the state board to adopt a viable growth metric or consider other appropriate adjustments to the new dashboard system.

An authorizer may only deny if it makes written factual findings that the charter failed to meet or make sufficient progress and that closure is in the best interest of the pupils, and the decision provided greater weight to academic indicators. As with current law, if approved, renewal shall be for 5 years.

Other Renewal and Revocation Considerations that apply to all tiers for charter renewal:

- Provides an exemption for alternative schools designated as DASS. This exemption is similar to current law for ASAM schools but requires a local process to establish an alternative process for review.
- Establishes specific process to evaluate whether a charter is discriminating in enrollment or dismissal and allows nonrenewal if the charter has violated those requirements or has substantial fiscal or governance issues. However, the authorizer is required to provide an opportunity to cure and violation noted and can only deny if the cure was unsuccessful or violation so severe a cure is unviable.
- Retains appeal of nonrenewal under revised appeal process discussed above. (Prior AB 1505 revoked appeal rights for non-renewals and revocations.)
- Fiscal and Community impact considerations for denial of a new school do not apply to a charter renewal, unless it includes a material revision to add grade levels or new sites not already approved.
- The final version of AB 1505 does not contain any changes to current revocation process and provides for appeal of revocation or non-renewal. (Prior version of AB 1505 would have revoked all appeal rights for non-renewals and revocations.)

LCFF Technical Assistance

AB 1505 revises the process and criteria for differentiated assistance under LCFF to charter schools beginning 2020-21. The changes are intended to provide greater alignment with district criteria for identification for assistance. The criteria are split into three levels:

- LCFF Level 1 available to all schools regardless of performance.
- LCFF Level 2, also known as differentiated assistance, criteria are met if school meets underperformance criteria for one or more subgroups, for two or more LCFF priority areas for two or more years. Assistance will be provided by the COE (or the geographical lead agency if COE is authorizer), and not the charter authorizer. The change of provider removes a potential conflict of interest with the authorizer objectively evaluating a school's progress for renewal.

- LCFF Level 3, known as Intensive Intervention, is now met under the same criteria as for districts. The COE, or assistance provider, may refer the charter to California Collaborative for Education Excellence (CCEE) with SBE approval, and, as in current law, the authorizer shall consider revocation if charter fails or is unable to implement CCEE recommendations. The authorizer shall consider improvement in academic achievement in deciding whether to revoke.

Because charters will not be identified for LCFF assistance until 2 years after these new criteria apply, until June 2022, schools will still be triggered for LCFF differentiated assistance and intensive intervention under the charter-specific criteria in current law.

Nonclassroom-based Charter Moratorium

Earlier this year, we defeated AB 1506 which would have imposed a permanent cap on the total number of charters in the state at the current number of charter schools and prohibited any new NCB schools, and SB 756 which would have imposed a five-year moratorium on all new charters. However, AB 1505 imposes a moratorium on the approval of a petition for the establishment of a new nonclassroom-based charters between January 1, 2020 and January 1, 2022. Given the recent high-profile indictments in the NCB community, this was one area that was non-negotiable with the Administration and sponsors. However, the two-year limit is more reasonable, and the final bill does contain some exceptions:

- The moratorium shall not apply to a nonclassroom-based charter school that was granted approval of its petition and providing educational services to pupils before October 1, 2019, under either of the following circumstances:
 - If AB 1507 is enacted and the charter school is required to submit a petition to the governing board of a school district or county board of education in an adjacent county in which its existing resource center is located in order to comply AB 1507 or to retain current program offerings or enrollment, or
 - If a charter school is required to submit a petition to a school district or county board of education in which a resource center is located in order to comply with the court decision in *Anderson Union High School District v. Shasta Secondary Home School* or other relevant court ruling, and the petition is necessary to retain current program offerings or enrollment.
- The moratorium also confirms that a charter school authorized by a different chartering authority as noted above shall be regarded by the department as a continuing charter school for all purposes.

Other Miscellaneous Changes in AB 1505

- **Waiver Prohibition:** AB 1505 prohibits state board waivers of the amended sections of the Charter Schools Act under the bill. Limited waivers are currently allowed if submitted through district authorizer and SBE approves it. While this was a non-negotiable item with the bill's author, we note that it lacks parity with districts waiver options, and while relatively rarely used, it was as critical tool in reasonable implementation of the Shasta lawsuit decision.
- **Implementation Timeline:** With the exception of the moratorium, and the phase in of new credentialing requirements, the provisions of the bill become effective July 1, 2020. AB 1505 originally would have been effective January 1, 2020 providing no transition time. Providing a 6-month delay to align with the school and fiscal year may ease the transition.

- **Research:** AB 1505 requires the CDE, with consultation of the SBE, to collect data to track implementation of the changes enacted AB 1505.

New Geographic Limitations in AB 1507

Current law allows a charter school to establish a single site outside of its authorizing district under specified circumstances and after providing notice to the district where the school will locate. It also allows nonclassroom-based, independent study resource centers, meeting spaces, or other satellite facilities to be located in the authorizing district or in adjacent counties. AB 1507 removes that flexibility in most cases for new schools and sites and requires a transition or local approval of exiting sites upon renewal.

Through the process, this bill's author strongly expressed her philosophy that no educational activity should occur within the boundaries of a school district for which the governing school board has no notice, approval and authority over. Nonetheless, the final bill provides some considerations in an emergency, reasonable transitions for existing schools and sites operating out of district and allows permission and notice, rather than full charter re-authorizing for existing multi-site operations out of district. While many schools may have to consider restructuring or reauthorizing to comply with this bill, the transition is delayed until school renewal, and all schools that reauthorize will be treated as continuing schools to protect their funding and data.

For classroom-based schools, AB 1507 requires that in order to remain in the out-of-district location, a school that located outside of its authorizing district prior to January 1, 2020 to do either of the following:

- Before submitting the request for the renewal of the charter petition, obtain approval in writing from the school district where the site is operating.
- Submit a request for the renewal of the charter petition pursuant to Section 47607 to the school district in which the charter school is located. The school shall have a right to appeal if the renewal is denied.
- For a charter school that changes its chartering authority due to this law, the department shall regard it as a continuing charter school for all purposes.

Going forward, a charter school may only locate out of district:

- If a charter schoolsite is located and operating in an area for which there is a Presidential declaration of a major disaster. The charter school, for not more than five years, may relocate with written approval of the school district where the site is being relocated. If a charter school was previously relocated, due to a disaster with a Presidential declaration, that charter school shall be allowed to return to its original campus location in perpetuity.
- If a charter school is located on a federally recognized California Indian reservation or rancheria or operated by a federally recognized California Indian tribe.
- If the charter provides instruction in accordance with existing site exemptions included in current law (Section 47605.1(f)).

For nonclassroom-based charter schools, AB 1507 limits the location of any new resource centers, meeting spaces, or other satellite facilities to only within the geographic boundaries of the chartering entity, and each site location must be approved by the authorizer. AB 1507 requires the charter school

to notify its authorizer of the name and physical location of any resource center, meeting space, or other satellite facility operated by that charter school. In addition:

- A charter school may continue at its current out-of-districts locations until the charter school submits a request for the renewal of its charter petition. To continue operating any out-of-district location, the charter shall first obtain approval in writing from each school district where the resource center, meeting space, or other satellite facility is operating. If the school is a county-wide charter it must gain its approval from the county in which the site located.
- If a nonclassroom-based charter location is operating in an area for which there is a Presidential declaration of a major disaster, the charter school, for not more than five years, may relocate with written approval of the school district where the site is being relocated.
- Charters that provide instruction in accordance with existing site exemptions included in current law (Section 47605.1(f)) are still excluded.
- The bill contains a narrow exemption for a location of a school in LAUSD authorized by an adjacent district that targets pupils who are currently or formerly on probation or were formerly incarcerated individuals.
- For a charter school that changes its chartering authority due to this law, the department shall regard it as a continuing charter school for all purposes.

19-20 Back to School Toolkit for Charter School Leaders

Purpose:

- To increase awareness across Oakland charter school communities and stakeholders in current issues and the importance of advocacy efforts.
- To make all charter school stakeholders aware of the importance of becoming active voices and proponents of their schools, including voting.
- To make materials accessible and easily usable for school leaders.

Table of Contents	Pages
Toolkit welcome letter	P. 2
Fall/Winter 2019 monthly letters home to families August 2019 - Charter school leader letter to families #1 - What is a public charter school? ENGLISH , SPANISH , CHINESE, VIETNAMESE, ARABIC September 2019 - Charter school leader letter to families #2 - What are myths and facts about charters? ENGLISH , SPANISH , CHINESE, VIETNAMESE, ARABIC	P. 3-9 and See google folder
Collateral: What is a Public Charter School? What are Common Myths? Stories from Oakland families 8-page graphic document including definitions, stories from Oakland families and mythbusting of common myths about charter schools. Translations will be added FOLDER : ENGLISH, SPANISH, CHINESE, VIETNAMESE, ARABIC	See google folder
Resources for Youth Voter Education & Registration All 17-18 year olds can pre-register to vote. Information materials and resources for youth voter education and pre-registration. Youth Voting Poster and Civics Education Resources , CA HS Voter Education Best Practices , CA Youth Voter Back to School Tool Kit , YouTube Video ,	See google folder
Informational & Curricular Resources to Support Census Engagement Why the census matters for our school communities and how to share information 2020 Census curricular resources: Census 2020 Curriculum for Grades 5,8,11, 12	See google folder
Curricular Resources: Civics education Democracy depends on civics education. Some resources here. Facing History Why Voting Matters Activity for HS	See google folder

Greetings, Charter School Leaders!

Welcome back to a new school year. We are really excited to build upon the growing momentum in Oakland among our charter school community as we launch the 2019-2020 school year. We were energized to begin gathering last year and to forming stronger relationships and unity.

In 19-20, our unity and power will matter more than ever as we seek to reclaim the narrative about the value and contributions of charter schools in Oakland. We all have important work to do as charter school leaders to better tell the stories of our schools and to ensure that our stakeholders are engaged, educated and empowered in this political climate. We all have to consider how we will lead differently, prioritize differently and adapt to these new, much more hostile political climate. We can reclaim our voice and power, as charter leaders, educators, families and students.

One source of support we would like to provide to you all is this Back to School ToolKit. In it, you will find printable and customizable resources for your school. The tool kit will evolve as the year continues and more resources will be added based on your feedback.

To start the year, we ask that you:

- ☐ Sign up for CCSA monthly newsletters and Families in Action newsletters
- ☐ Distribute the Families in Action newsletters to your families
- ☐ Prioritize our monthly All-Oakland-Charter Leader Meetings on the first Monday of the month from 4-6pm.
- ☐ Customize family letters and send them each month this fall
- ☐ Insert newsletter blurbs into your staff newsletters
- ☐ Build in time during your back to school events with all school stakeholders to talk about the current legislation and the importance of activating our voices.
- ☐ Schedule a voter awareness event for fall. If you are a high school, we encourage you to sponsor a youth voter education and registration event. All juniors and seniors can pre-register to vote in CA! All of our 19-20 seniors will be eligible to vote in the 2020 elections and we want to hear their voices.
- ☐ Print the bilingual voter awareness posters and display them prominently in your school (once they are ready, they will be distributed)
- ☐ Consider what types of civics education you will prioritize in your school/network this year.
- ☐ Invite your entire school community to join us for a FREE event: Oakland Charter Schools Day @ the Oakland A's Game on Friday, September 20 at 7pm. Purchase at least 100 tickets (\$5 each) per charter school so we have a strong show of unity! If you don't have \$\$ to purchase tickets, please reach out.

As you use this tool kit, please reach out and let us know how it works for you, share resources of your own with our community and what other resources would be helpful!

Kimi, Hae-Sin, Max & Patrick

CHARTER SCHOOL LEADER LETTER TO FAMILIES #1 -WHAT IS A CHARTER SCHOOL?

[INSERT DATE]

Dear _____ school families,

I have been reflecting on what makes our school unique and why I am so proud of our work together to make _____ school an incredible place of learning and opportunity for our students.

One aspect of our school that we don't often talk about is that our school is a public charter school. This means we are different than a traditional district school, like schools operated by the Oakland Unified School District. Our school is also not a private school like a Catholic School or one that charges tuition.

Recently, I have noticed that there is a lot of confusion about what a charter school is. As families at a charter school, you are important voices of our school in your families and neighborhoods and I want you to have the facts about charter schools. If you are asked about your child's school, we want YOU to be able to respond with the facts!

IS A CHARTER SCHOOL A PRIVATE SCHOOL?

No, charter schools are NOT private schools! All charter schools are public schools that are open to ALL students. Charter schools do not have admission requirements and they do NOT charge tuition, like private schools do.

HOW IS A CHARTER SCHOOL DIFFERENT THAN A DISTRICT SCHOOL?

Charter schools are operated independent of the district and operate with more flexibility. Every charter school has a "charter" that describes its mission, vision, values, and unique educational program. In exchange for more flexibility, charter schools are held more accountable than district schools. Every five years, a charter school must have its petition renewed by its authorizer. If the charter school is not outperforming comparable schools or if it is not fiscally or ethically sound, then the charter school is closed by its authorizer. The authorizer of a charter school can be a district board, a county board, a university, or a non-profit organization.

When you hear questions from your friends, family, neighbors about charter schools, I encourage you to speak up proudly about our charter school. As a family member, you are an important leader and representative of our school.

Please let me know if you have any questions about charter schools. Thank you for your continued support and leadership!

Signed,

Principal/School Leader

[INSERT CONTACT INFO]

CHARTER SCHOOL LEADER LETTER TO FAMILIES #1 -WHAT IS A CHARTER SCHOOL?

[INSERT DATE]

Estimadas familias de [Insert School Name],

He estado reflexionando sobre lo que hace que nuestra escuela sea única y por qué estoy tan orgulloso/a de nuestro trabajo en conjunto para hacer [insert name of school] un lugar increíble de aprendizaje y oportunidades para nuestros estudiantes.

Un aspecto de nuestra escuela del que no hablamos a menudo es que nuestra escuela es una escuela pública charter. Esto significa que somos diferentes a una escuela tradicional del distrito, como las escuelas operadas por el Distrito Escolar Unificado de Oakland. Nuestra escuela tampoco es una escuela privada como una escuela católica o una que cobra matrícula.

Recientemente, he notado que hay mucha confusión sobre lo que es una escuela charter. Como familias en una escuela charter, ustedes son importantes voces de nuestra escuela con sus familias y en sus vecindarios y quiero que tengan los hechos sobre las escuelas charter. Si le preguntan sobre la escuela de su hijo, ¡queremos que USTED pueda responder con los hechos!

¿ES UNA ESCUELA CHARTER UNA ESCUELA PRIVADA?

No, las escuelas charter NO son escuelas privadas! Todas las escuelas charter son escuelas públicas que están abiertas a TODOS los estudiantes. Las escuelas charter no tienen requisitos de admisión y NO cobran matrícula, como hacen las escuelas privadas.

¿CÓMO ES UNA ESCUELA CHARTER DIFERENTE A UNA ESCUELA DEL DISTRITO?

Las escuelas charter son operadas independientemente del distrito y operan con más flexibilidad. Cada escuela charter tiene un "charter" que describe su misión, visión, valores y un programa educativo único. A cambio de una mayor flexibilidad, las escuelas charter son más responsables que las escuelas del distrito. Cada cinco años, una escuela charter debe renovar su petición con su autorizador. Si la escuela charter no está superando a las escuelas comparables o si no es sólida desde el punto de vista fiscal o ético, entonces la escuela charter es cerrada por su autorizador. El autorizador de una escuela charter puede ser una junta de distrito, una junta de condado, una universidad o una organización sin fines de lucro.

Cuando escuche las preguntas de sus amigos, familiares, vecinos sobre las escuelas charter, lo aliento a que hable con orgullo sobre nuestra escuela charter. Como miembro de la familia, usted es un líder importante y representante de nuestra escuela.

Por favor, hágamelos saber si tiene alguna pregunta acerca de las escuelas charter. ¡Gracias por su continuo apoyo y liderazgo!

[Insert Letter Closing],

[Insert Principal/School Leader Signature]

[INSERT CONTACT INFO]

CHARTER SCHOOL LEADER LETTER TO FAMILIES #2 -WHAT ARE MYTHS AND FACTS ABOUT
CHARTER SCHOOLS?
[INSERT DATE]

Dear _____ school families,

In my last letter, we started an important conversation about what a charter school is and what it isn't. You may have noticed that lately some rumors and myths are being shared about charter schools. It's my job to help dispel myths about charter schools like ours. As valued members of our school communities, it's important for you to have the facts and to speak up on behalf of our charter school.

Let's explore some common myths about charters and get the facts.

MYTH: Charter schools take money from traditional districts.

FACTS:

- In California, public school funding follows the student, with the funding going to the public school the parents choose, whether a charter school or a traditional district school.
- Charter schools receive less funding for each student than a traditional district school would if it were to serve the same student.
- Charters also pay an oversight fee to their school district authorizer.
- Charter also often have to pay more for facility costs than a traditional district school.

MYTH: Families who choose public charter schools are hurting the traditional district schools

FACTS:

- All families should have the right to choose the best school option for their child.
- For generations, wealthier families have been able to choose and pay for private schools for their children. Wealthy families are not often accused of hurting the traditional district schools because of their school choice.
- For Oakland families, especially those who have not been well-served by traditional district schools, continued access to choose high quality public charter schools is a civil right.
- Accusing charter school families of hurting the district by choosing charter schools and not criticize private school families is unfair and racist.
- All Oakland families should be able to choose the best school for their child.

You can print the full Charter Mythbuster Flier [HERE](#). I encourage you to read it and share the information with your family members, friends, neighbors and co-workers.

When you hear questions from your friends, family, neighbors about charter schools, I encourage you to speak up proudly about our charter school. As a family member, you are an important leader and representative of our school.

Thank you for your continued support and leadership!

Signed,

Principal/School Leader

[INSERT CONTACT INFO]

Estimadas familias de [Insert School Name],

En mi última carta, comenzamos una conversación importante sobre qué es y lo que no es una escuela charter. Es posible que haya notado que últimamente se están compartiendo algunos rumores y mitos sobre las escuelas charter. Mi trabajo es ayudar a disipar los mitos sobre las escuelas charter como la nuestra. Como miembros valiosos de nuestras comunidades escolares, es importante que usted tenga los hechos y que hable en nombre de nuestra escuela charter.

Vamos a explorar algunos mitos comunes sobre charters y obtener los hechos.

MITO: Las escuelas charter toman dinero de los distritos tradicionales.

HECHOS:

- En California, los fondos de las escuelas públicas siguen al estudiante, y los fondos se destinan a la escuela pública que los padres eligen, ya sea una escuela charter o una escuela tradicional del distrito.
- Las escuelas charter reciben menos fondos para cada estudiante que una escuela tradicional del distrito sirviendo al mismo estudiante.
- Charters también pagan una tarifa de supervisión al autorizador de su distrito escolar.
- Charters a menudo también tienen que pagar más por los costos de las instalaciones que una escuela tradicional del distrito.

MITO: Las familias que eligen escuelas públicas charter están perjudicando a las escuelas tradicionales del distrito

HECHOS:

- Todas las familias deben tener el derecho de elegir la mejor opción escolar para su hijo.
- Durante generaciones, las familias más ricas han podido elegir y pagar escuelas privadas para sus hijos. Las familias ricas no son a menudo acusadas de lastimar a las escuelas tradicionales del distrito debido a su elección escolar.

Para las familias de Oakland, especialmente aquellas que no han sido bien atendidas por las escuelas tradicionales del distrito, el acceso continuo para elegir escuelas públicas charter de alta calidad es un derecho civil. Acusar a las familias de escuelas charter de herir al distrito por elegir escuelas charter y no criticar a las familias de las escuelas privadas es injusto y racista. Todas las familias de Oakland deben poder elegir la mejor escuela para su hijo.

Puede imprimir el volante de Cazadores de Mitos de Charters [AQUÍ](#). Los animo a leerlo y compartir la información con sus familiares, amigos, vecinos y compañeros de trabajo.

Cuando escuche las preguntas de sus amigos, familiares, vecinos sobre las escuelas charter, lo aliento a que hable con orgullo sobre nuestra escuela charter. Como miembro de la familia, usted es un líder importante y representante de nuestra escuela.

¡Gracias por su continuo apoyo y liderazgo!

[Insert Letter Closing],

[Insert Principal/School Leader Signature]

[INSERT CONTACT INFO]

Greetings Oakland Charter Leaders,

I hope everyone is having a restful summer and getting some much-needed R and R after a challenging year. We are around the corner from the start of another school year, and I am hopeful it's focused on kids, families, and improving teaching and learning... wouldn't that be nice!

This past year was a rough year to be a charter leader in Oakland and California, and the challenges continue. Moving its way through the State Education Committee tomorrow is AB 1505, authored by our own Assembly Member Rob Bonta, intended to reduce appeal rights and allow denials for fiscal and facilities impact to district schools. It also presents new renewal criteria focused heavily on the state dashboard, which presents its own challenges. The renewal criteria language is much more vague and allows much more subjectivity in granting renewals.

We have many renewals coming up this year, and many of us who went through renewal this past year experienced a much higher level of scrutiny by the OUSD and ACOE boards, not in alignment with their staffs' reports or recommendations - a much higher bar for a renewal vote that often felt random and unfair. The politics of the board and the board meetings have created a much more "anti-charter" bias, and the vehemently anti-charter people are very present at board meetings. While we as a charter sector may not agree about many things, we all came to the charter space to leverage charter law to bring innovation, address inequity, and work in public education outside of the madness of the bureaucratic institution. The opposition is not differentiating between "good" and "bad" operators - they are targeting all of us, and their goal is to shut all of us down. While we have a lot of work to do in improving the quality of our own schools and organizations, there are wonderful things happening in our schools for kids and families that should be learned from and celebrated. And the talk about charter schools at board meetings is intensely negative.

I believe August 14th is the first regular board meeting for OUSD, and August 13th is the first regular board meeting for ACOE. I invite charter leaders to show up for public comments for these board meetings - you, your principals, school leaders, teacher leaders, students, and families - to basically share a success story from this past school year and name that charter schools in Oakland continue to play a critical role in providing quality school options for many families in Oakland. I would love to see at least 4 speakers at County and at least 10-15 speakers at OUSD. I will be reaching out monthly to see if we can bring more voices to these board meetings, to shine light on the positive successes at many of our schools.

If you or someone in your organization can attend either of the board meetings in August, please email me directly to share who and which meeting.

Thank you! Enjoy the rest of your summer.

Hae-Sin

Sign Up HERE**OUSD-authorized schools**

Public Comment is agenda item I after the Superintendent's Report and is limited to 45 minutes. Board meetings take place on 2nd/4th Wednesdays. Regular meeting starts at 5:30pm and you and your school stakeholders should arrive by 6pm.

Sign up for 2-3 public comment cards.

OUSD BOE	Charter School	Contact Person	Charter School	Contact Person
8/14/19	EFC	Hae-Sin	LPS	PAT SADDLER (reschedule for Sept)
8/14/19	KIPP	Anthony Wilson	AMethod	Jorge Lopez (reschedule)
8/14/19	Unity High	Will Nee (reschedule)	Lighthouse	Jenna Stauffer & Shandel Aguilar
8/28/19	Aspire Berkley Maynard	Aspire Public Schools - Jay Stack		
8/28/19				
8/28/19				
9/11/19				
9/25/19	Petition submission for renewal cohort (NOCCS, RIC, FCSO, Aspire, Lighthouse, etc.)			
10/9/19				
10/23/19				
11/13/19				
11/27/19				
12/11/19				
1/8/20				

1/22/20				
2/12/20				
2/26/20				
3/11/20				
3/25/20				
4/8/20				
4/22/20				
5/13/20				
6/10/20				
6/24/20				

ACOE-authorized schools

Public Comment is agenda item I after the Superintendent's Report and is limited to 45 minutes. Board meetings take place on 2nd/4th Wednesdays. Regular meeting starts at 5:30pm and you and your school stakeholders should arrive by 6pm. Sign up for 2-3 public comment cards.

ACOE BOE	Charter School	Contact Person	Charter School	Contact Person
8/13/19	EFC	Hae-Sin	OUMS	Damon Grant
8/13/19	CSCE	Monique Brinson	Yu Ming	Sue Park
8/13/19	Envision Academy	Gia Truong		
9/10/19	Envision Academy	Gia Truong	Aurum Prep	David Hardin
9/10/19				

10/8/19	CSCE	Ida Oberman	Envision Academy	Gia Truong
10/8/19	Yu Ming	Sue Park		
11/12/19				
12/10/19				
1/7/20				
2/11/20				
3/10/20				
4/7/20				
5/12/20				
6/9/20	CSCE	Ida Oberman		



Board of Directors Retreat
September 15, 2019
AGENDA ITEM INFORMATION

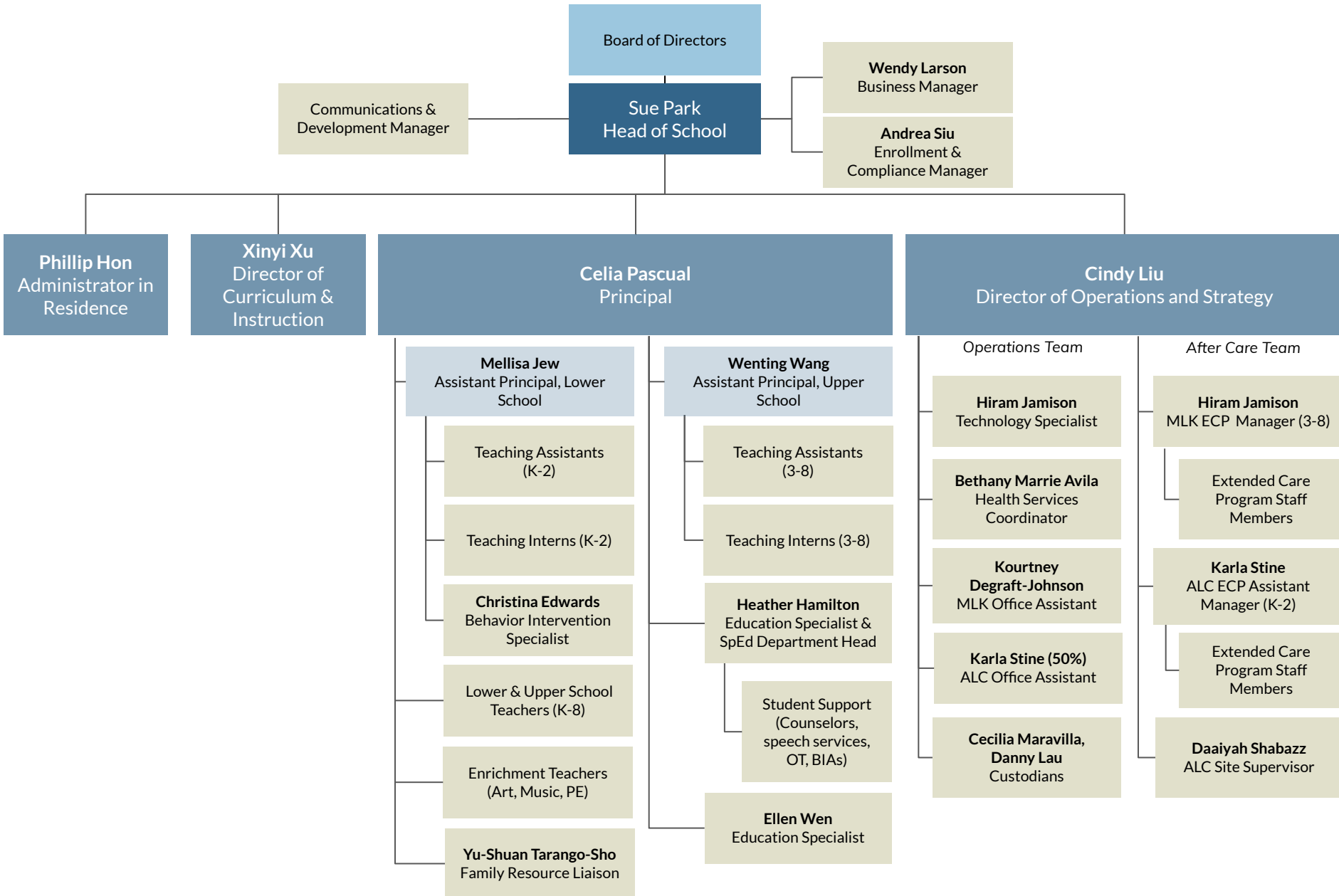
Agenda Item	2018-2019 Goals and 2019-2020 Goal Setting (Sue Park, Staff)
Time Allotted	120 Min
Background	Discussion on progress on goals and goals for upcoming year
Summary	N/A
Type	Discussion
Key Questions	N/A



2019-20 September Board Retreat Goal Setting

September 15, 2019

2019-20 YU MING ORG CHART 育明团队组织结构图



Leadership Team



Sue Park
spark@
Head of School

ALC + MLK

Vision & Direction
Leadership Team
Management
Organizational Growth
& Sustainability
Board & Accountability
Community
Engagement



Xinyi Xu
xxu@
Director of
Curriculum &
Instruction (K-8)

ALC + MLK

Academic Program
Design
Curriculum Development
Professional Learning
Data Analytics
Instructional Coaching



Celia Pascual
cpascual@
Principal (K-8)

ALC + MLK

Teaching Team
Management
Student Support Team
Management
Special Education Program
Management
Parent Engagement
Instructional Coach

Leadership Team



Cindy Liu

cliu@

Director of
Operations &
Strategy

ALC + MLK

School Operations &
Facility Management
Financial Analysis Support
Extended Care Program
Management
Data Analytics
Talent Management
School Strategy and
Systems



Mellisa Jew

mjew@

Lower School
Assistant Principal

ALC

ALC Campus
Management
ALC Student Culture &
Student Support
English Learning
Program
Instructional Coach



Wenting Wang

wwang@

Upper School
Assistant Principal

MLK

MLK Campus
Management
MLK Student Culture &
Student Support
Assessment
Coordination
Chinese Resources
Instructional Coach



Phillip Hon

phon@

Administrator in
Residence

ALC + MLK

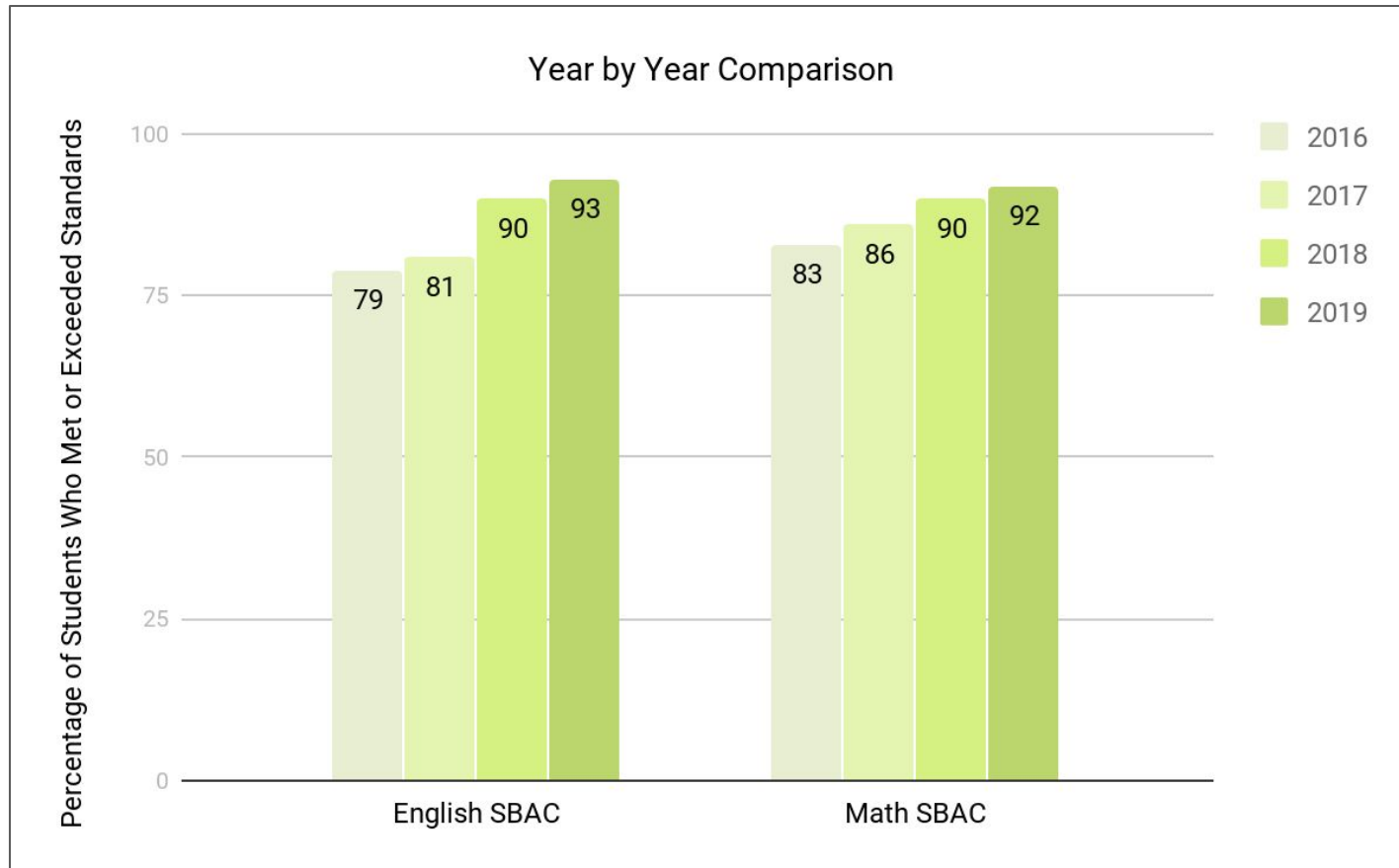
Diversity, Equity &
Inclusion
Middle School
Student Life &
Culture
Organizational
Strategy
Instructional Coach

Yu Ming Board Adopted Goals

Yu Ming's Board of Directors votes each year to adopt a broad set of school goals that measure Yu Ming's performance in the areas of academic achievement, school climate and culture, and school growth and stability

Student Outcomes: SBAC English and Mathematics

Yu Ming has continued to make steady growth each year in both English and Math on the Smarter Balanced Assessment (SBAC), part of the California Assessment of Student Performance and Progress (CAASPP).



Student Outcomes: 2019 English SBAC

2018-2019 Goal: Increase the number of students by 15% from Standard Nearly Met/Standard Not Met to Standard Met/Exceeded.

Comments: Goal Met. Increased by 53%.

2019-2020 Goal: Recommend same goal.

2018	3rd Grade N=50	4th Grade N=50	5th Grade N=42	6th Grade N=28	7th Grade N=28	Overall N=198
Standard Met/Exceeded	92%	90%	93%	82%	93%	90%
Standard Nearly Met	8%	8%	2%	14%	0%	7%
Standard Not Met	0%	2%	5%	4%	7%	3%

2019	3rd Grade N=52	4th Grade N=49	5th Grade N=51	6th Grade N=30	7th Grade N=23	8th Grade N=27	Overall N= 232
Standard Met/Exceeded	88%	91%	94%	100%	100%	93%	93%
Standard Nearly Met	10%	4%	2%	0%	0%	7%	4%
Standard Not Met	2%	4%	4%	0%	0%	0%	2%

Student Outcomes: 2019 Mathematics SBAC

2018-2019 Goal: Increase the number of students by 15% from Standard Nearly Met/Standard Not Met to Standard Met/Exceeded.

Comments: Goal Met. Increased by 30%.

2019-2020 Goal: Recommend same goal.

2018	3rd Grade N=50	4th Grade N=50	5th Grade N=42	6th Grade N=28	7th Grade N=28	Overall N=198
Standard Met/Exceeded	94%	94%	93%	71%	87%	90%
Standard Nearly Met	6%	6%	5%	29%	13%	10%
Standard Not Met	0%	0%	2%	0%	0%	0%

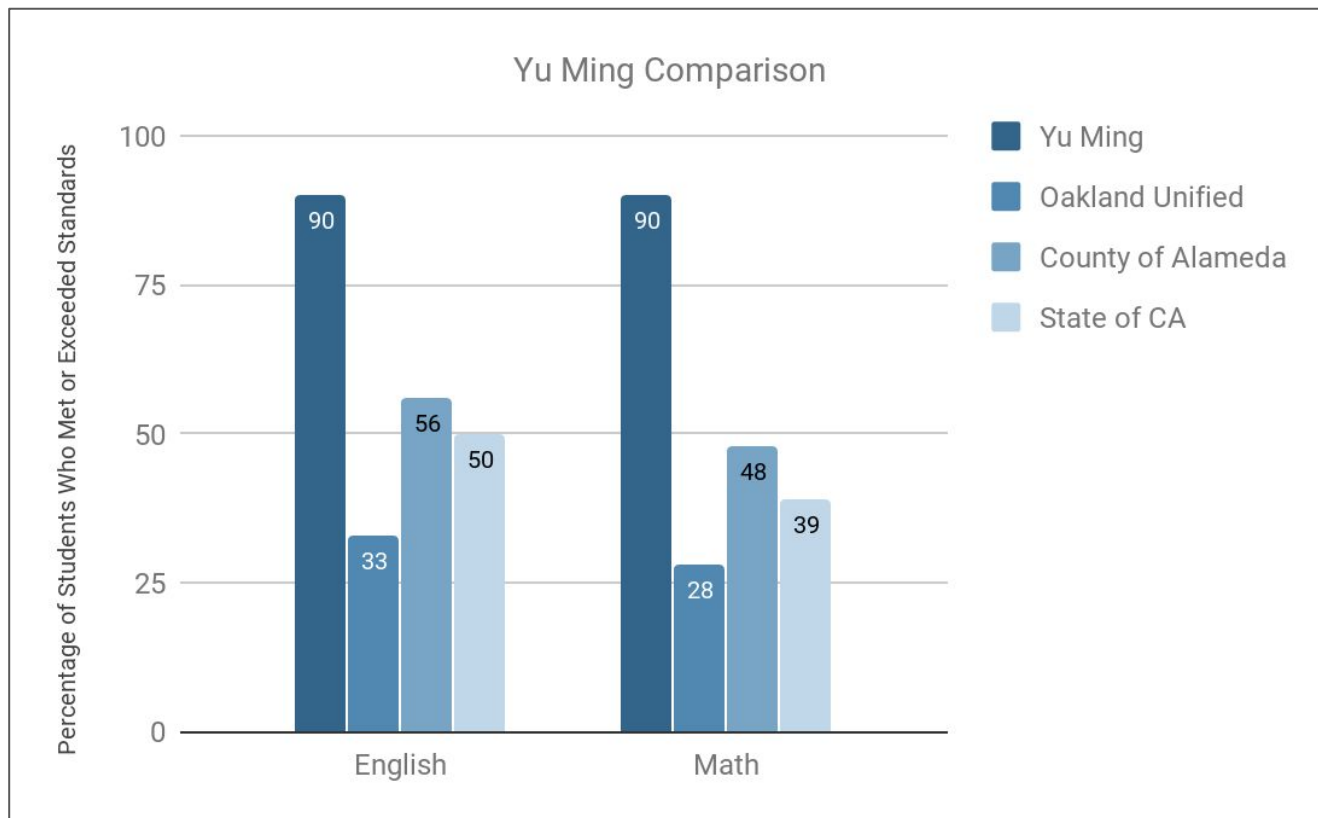
2019	3rd Grade N=52	4th Grade N=49	5th Grade N=51	6th Grade N=30	7th Grade N=23	8th Grade N=27	Overall N= 232
Standard Met/Exceeded	88%	90%	96%	93%	91%	92%	92%
Standard Nearly Met	0%	10%	4%	7%	9%	4%	5%
Standard Not Met	2%	0%	0%	0%	0%	4%	1%

Student Outcomes: 2018 SBAC English & Mathematics

2018-2019 Goal: School will score 30 percentage points above Oakland Unified School District, County of Alameda, State of CA in Standards Met/Exceeded

Comments: 2019 comparison data not yet available. Goal met for 2018. Yu Ming's SBAC performance increased in 2019.

2019-2020 Goal: Recommend removing this goal and focus on monitoring comparison data for student groups in the future.

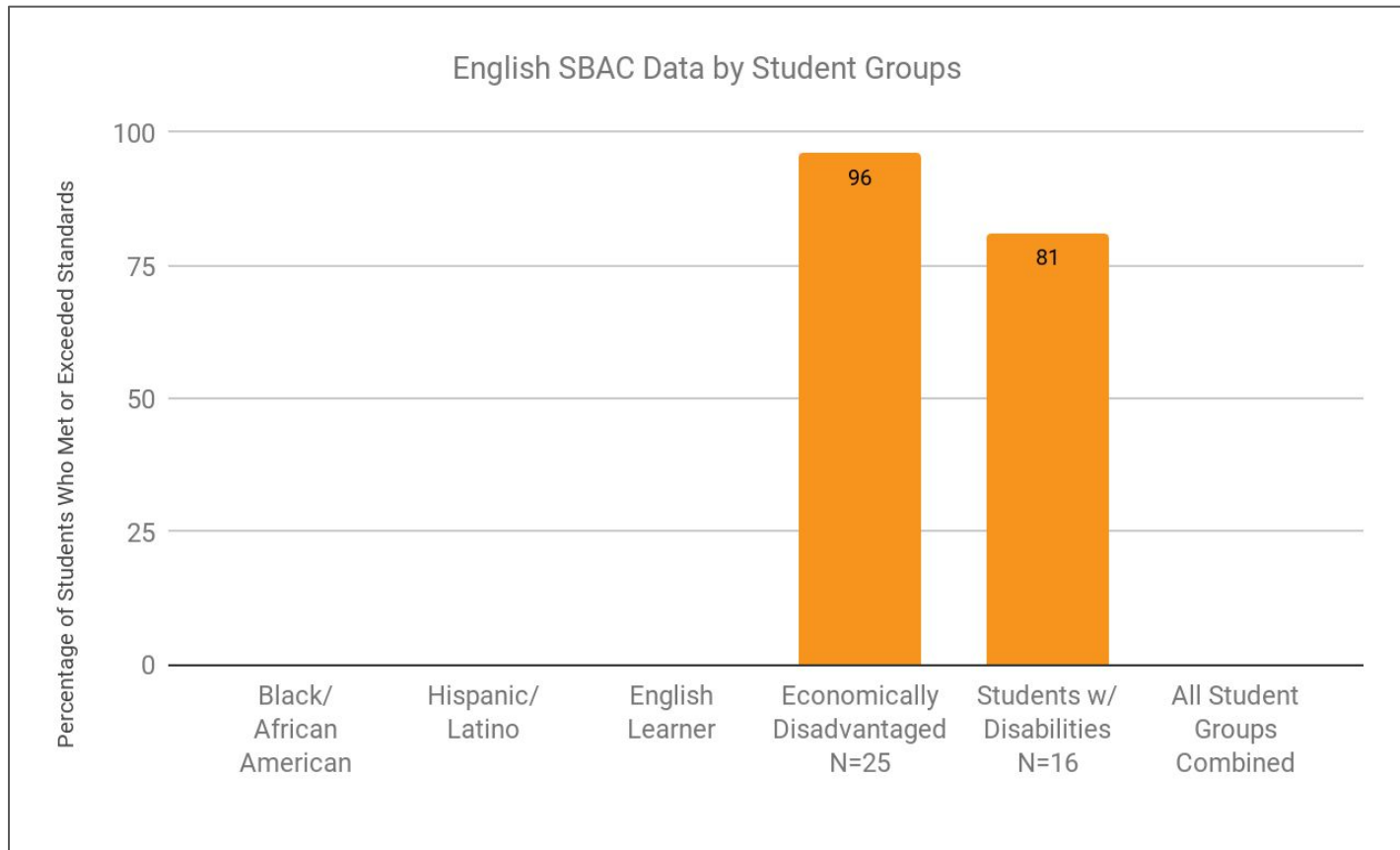


Student Outcomes: 2018 SBAC English

2018-2019 Goal: In each student group that is performing below the overall school average, increase the percentage of students achieving Standards Met/Exceeded by 15%

Comments: Goal Met. Student groups increased more than 15% (“group” has 10 or more students).

2019-2020 Goal: Recommend changing goal to increase percentage of students achieving Standards Met/Exceeded by 10%

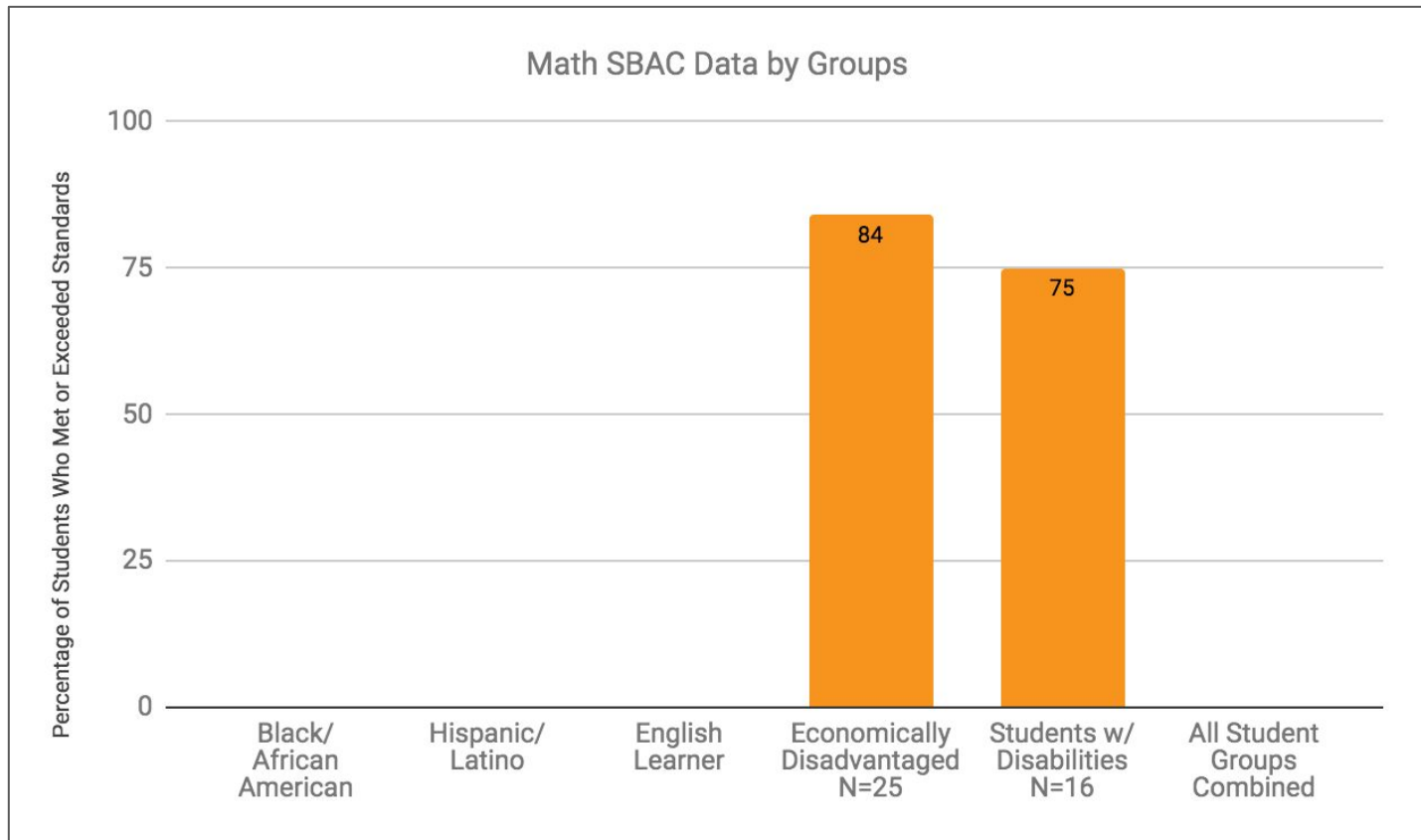


Student Outcomes: 2018 SBAC Mathematics

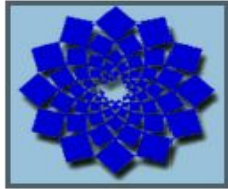
2018-2019 Goal: In each subgroup that is performing below the overall school average, increase the percentage of students at Standards Met/Exceeded by 15%

Comments: Goal Met. Student groups increased by more than 15% ("group" = 10 or more students).

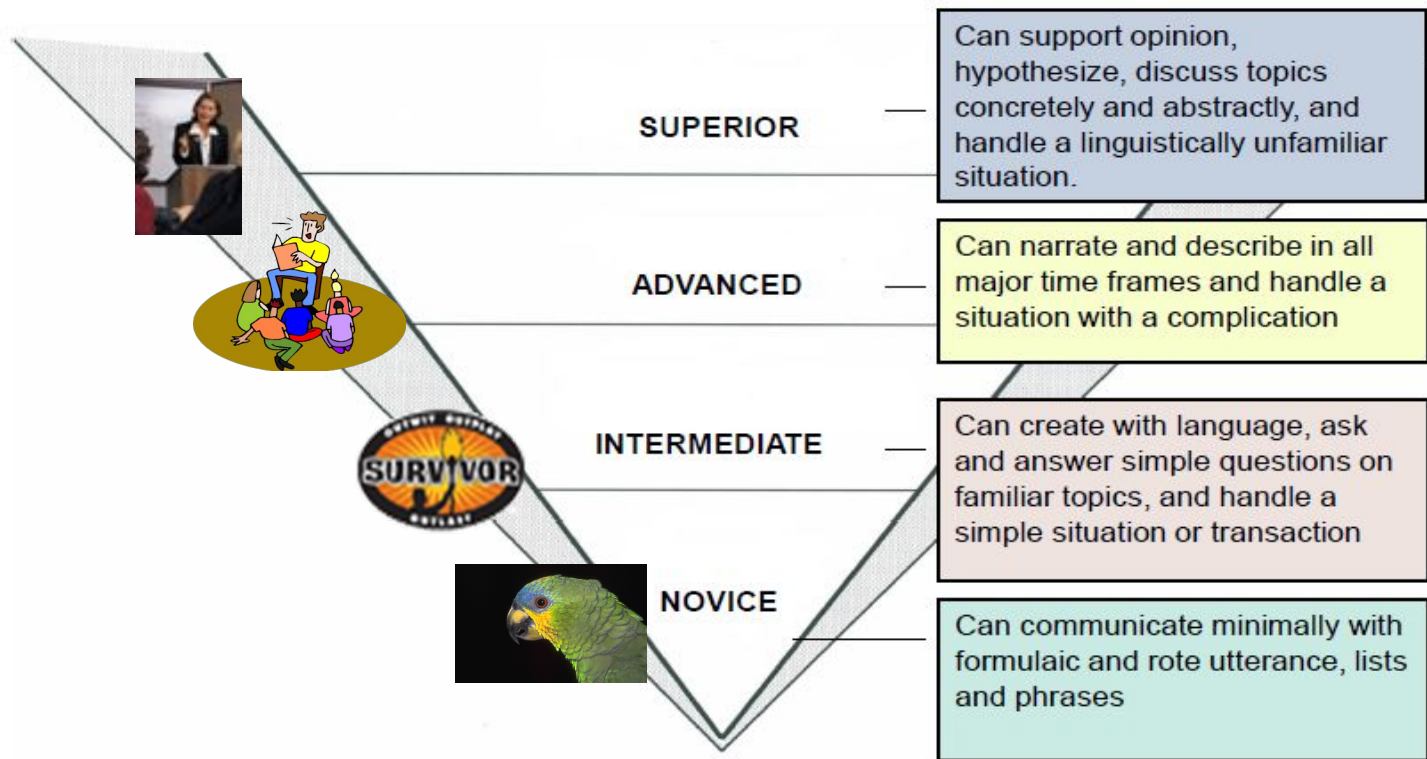
2019-2020 Goal: Recommend changing goal to increase percentage of students achieving Standards Met/Exceeded by 10%.



Student Outcomes: Chinese Proficiency ACTFL Definitions



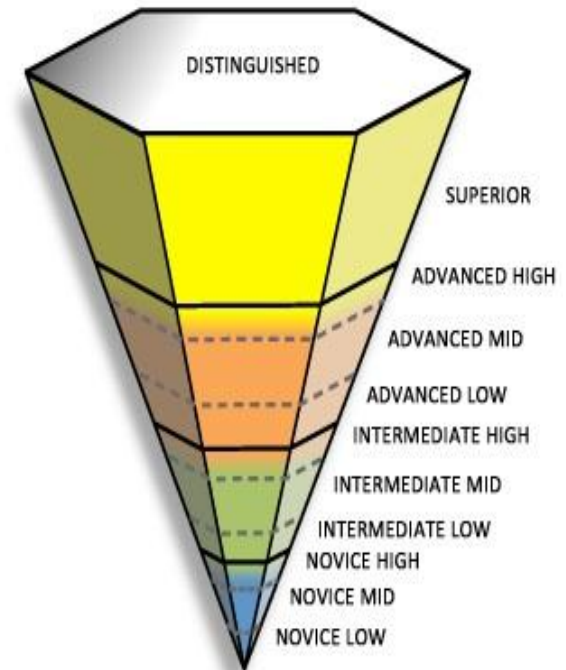
Levels Are Defined by Tasks



Student Outcomes: Chinese Proficiency Goal 2018-19

2018-2019 Goal: 75% of students will meet or exceed the Chinese proficiency targets listed below.

Grade Level	Listening	Speaking	Reading	Writing
K	JNH-JIL	JNM-JNH	*	*
1	JIL-JIM	JNH-JIL	NM	NL-NM
2 (Pinyin)	IL	NH-IL	NM-NH	NM
3	IM	IL	NH-IL	NM-NH
4	IM-IH	IL-IM	IL	NH-IL
5	IH	IM	IL-IM	IL
6	IH	IM-IH	IM	IL-IM
7	IH-AL	IH	IM-IH	IM
8	AL-AM	IH-AL	IH	IM-IH



Student Outcomes: Chinese Proficiency (K) Data 18-19

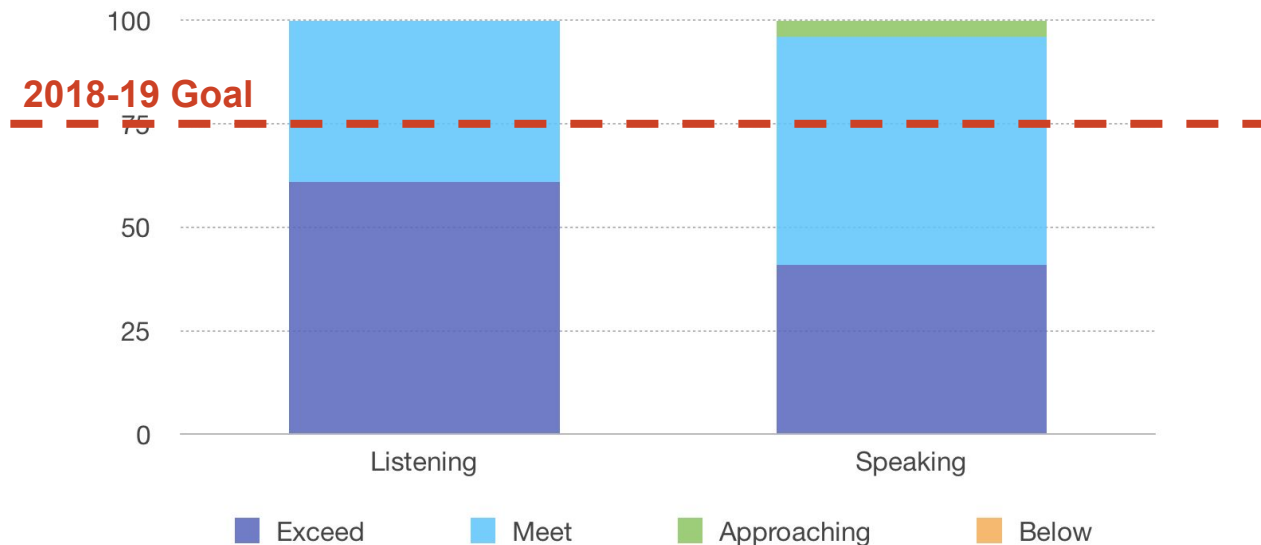
2018-2019 Goal: 75% Kindergarten students meet/exceed proficiency targets in listening and speaking.

Comments: Goal Met. Participation rate 85%.

2019-2020 Goal: Recommend same goal.

2019 Kindergarten ELLOPA

DESCRIPTION	LISTENING	SPEAKING
TARGET	JNH-JIL	JNM-JNH
Exceed	61	41
Meet	39	55
Approaching	0	4
Below	0	0

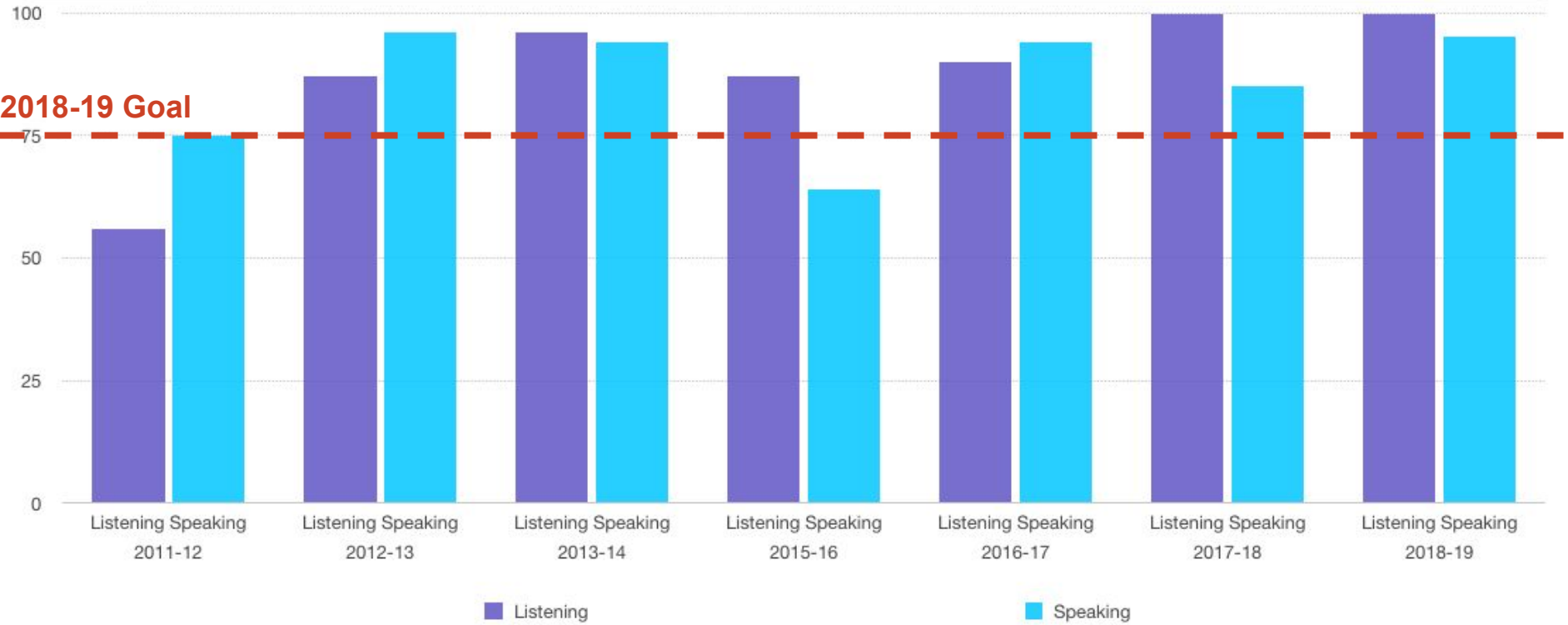


Student Outcomes: Chinese Proficiency (K) Historical by Year

Yu Ming Kindergarten students have continued to make steady growth each year in both Listening and Speaking on the Early Language Listening and Oral Proficiency Assessment (ELLOPA).

ELLOPA % Kinder Students Met/Exceeded

	2011-12	2012-13	2013-14	2015-16	2016-17	2017-18	2018-19
Listening	56	87	96	87	90	100	100
Speaking	75	96	94	64	94	85	95

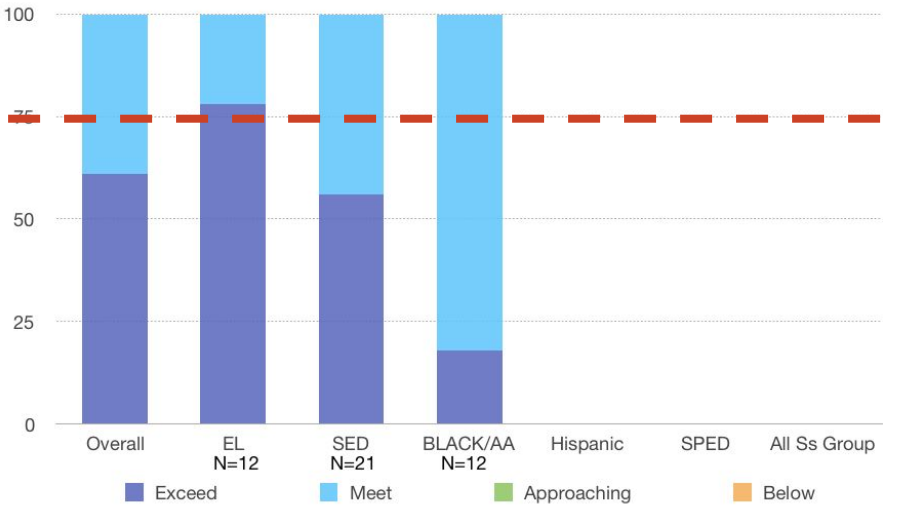


Student Outcomes: Chinese Proficiency (K) Data by Student Group 2019

Comments: Met goal. All Kindergarten student groups met the goal (“group” has 10 or more students).

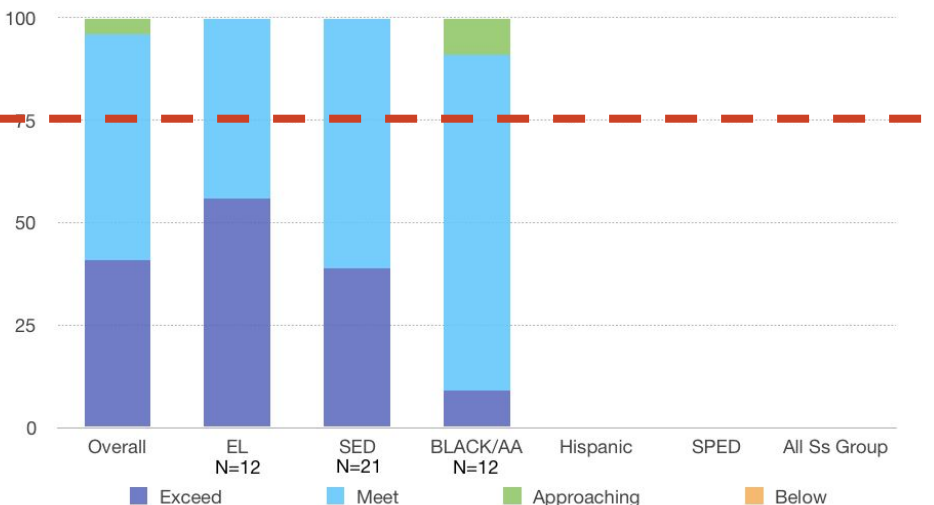
2019 Kindergarten ELLOPA Listening by Student Group-1

PERCENTAGE	OVERALL	EL	SED	BLACK/AA	HISPANIC	SPED	ALL SS GROUP
Exceed	61	78	56	18	0	0	
Meet	39	22	44	82	0	0	
Approaching	0	0	0	0	0	0	
Below	0	0	0	0	0	0	



2019 Kindergarten ELLOPA Speaking by Student Group-1

PERCENTAGE	OVERALL	EL	SED	BLACK/AA	HISPANIC	SPED	ALL SS GROUP
Exceed	41	56	39	9	0	0	
Meet	55	44	61	82	0	0	
Approaching	4	0	0	9	0	0	
Below	0	0	0	0	0	0	

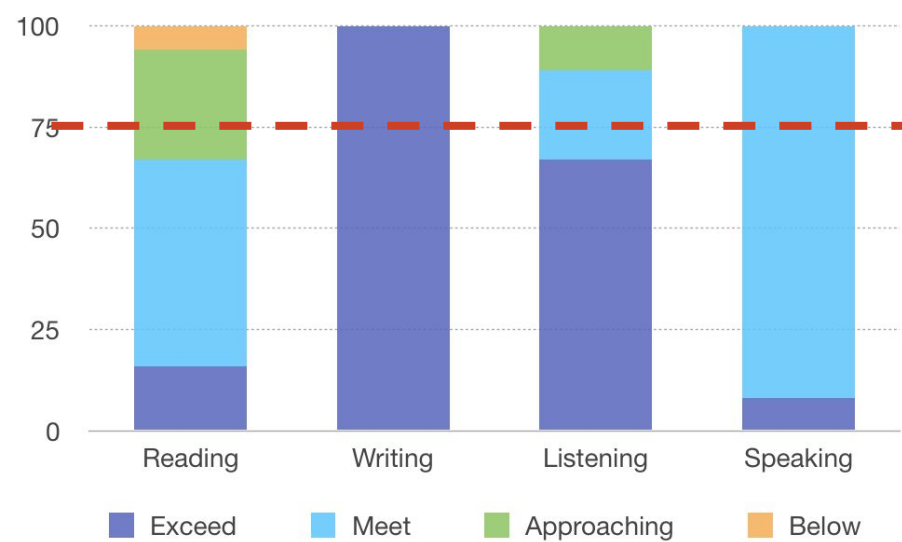


Student Outcomes: Chinese Proficiency (G2&4) STAMP 4Se Data 2018-19

2018-2019 Goal: 75% students meet/exceed benchmarks in Reading, Writing, Listening and Speaking.
Comments: Goals met. Goals have consistently been met over the past 3 years (G2&G4).
2019-2020 Goal: Recommend same goal.

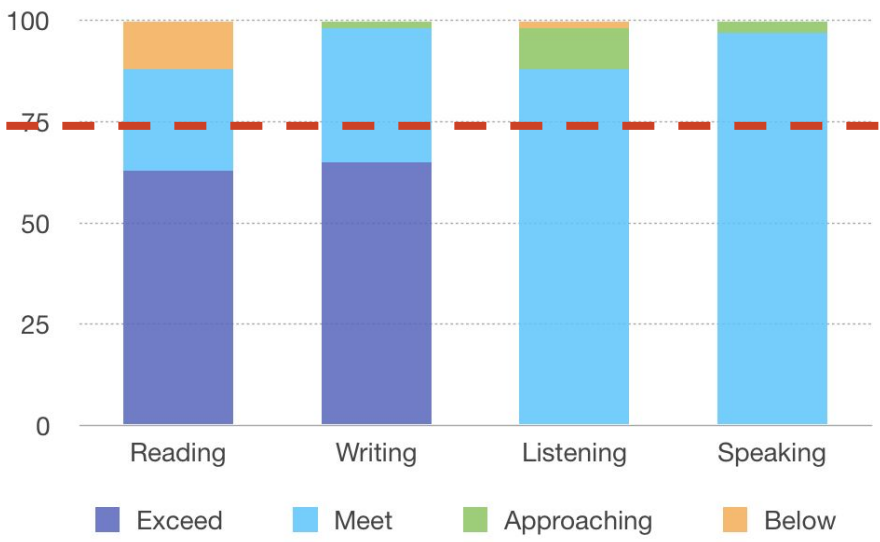
2018-19 Grade 2 STAMP 4Se

DESCRIPTION	READING	WRITING	LISTENING	SPEAKING
TARGET	NM-NH	NM	IL	NH-IL
Exceed	16	100	67	8
Meet	51	0	22	92
Approaching	27	0	11	0
Below	6	0	0	0



2018-19 Grade 4 STAMP 4Se

DESCRIPTION	READING	WRITING	LISTENING	SPEAKING
TARGET	IL	NH-IL	IM-IH	IL-IM
Exceed	63	65	0	0
Meet	25	33	88	97
Approaching	0	2	10	3
Below	12	0	2	0



Student Outcomes: Chinese Proficiency (G6) STAMP 4Se Data Historical by Year

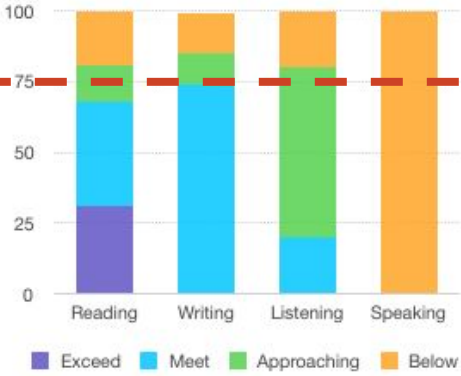
2018-2019 Goal: 75% Grade 6 students meet/exceed benchmark in Reading, Writing, Listening and Speaking.

Comments: Goals met. Grade 6 has made significant growth over the past 3 years in all skills.

2019-2020 Goal: Recommend same goal.

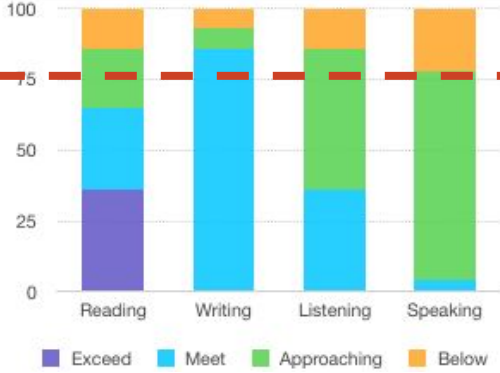
2016-17 Grade 6 STAMP 4Se

DESCRIPTION	READING	WRITING	LISTENING	SPEAKING
TARGET	IM	IL-IM	IH	IH
Exceed	31	0	0	0
Meet	37	74	20	0
Approaching	13	11	60	0
Below	19	14	20	100



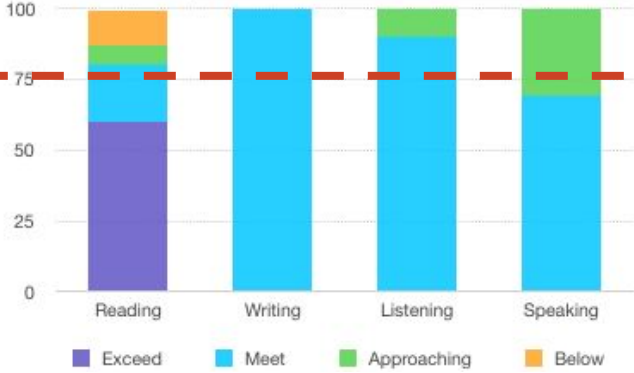
2017-18 Grade 6 STAMP 4Se

DESCRIPTION	READING	WRITING	LISTENING	SPEAKING
TARGET	IM	IL-IM	IH	IM-IH
Exceed	36	0	0	0
Meet	29	86	36	4
Approaching	21	7	50	74
Below	14	7	14	22



2018-19 Grade 6 STAMP 4Se

DESCRIPTION	READING	WRITING	LISTENING	SPEAKING
TARGET	IM	IL-IM	IH	IH
Exceed	60	0	0	0
Meet	20	100	90	69
Approaching	7	0	10	31
Below	12	0	0	0



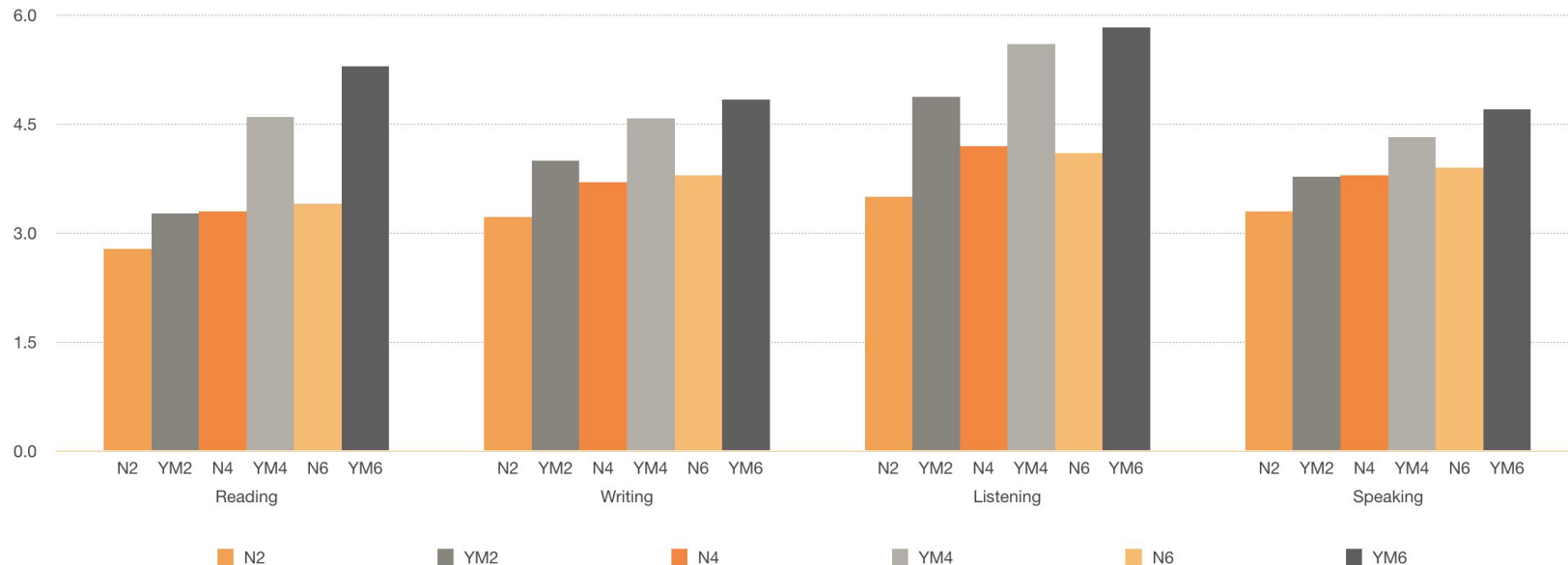
Student Outcomes: Chinese Proficiency (G2, G4, G6) STAMP 4Se Compared to National Average

In 2019 Yu Ming's G2, G4, G6 students outperformed 2018 national averages in all 4 skills, and significantly outperformed in Reading and Listening on STAMP.

STAMP 4Se National Average 2017-18 v.s. Yu Ming 2018-19

	READING	WRITING	LISTENING	SPEAKING
N2	2.8	3.2	3.5	3.3
YM2	3.3	4.0	4.9	3.8
N4	3.3	3.7	4.2	3.8
YM4	4.6	4.6	5.6	4.3
N6	3.4	3.8	4.1	3.9
YM6	5.3	4.8	5.8	4.7

National Average v.s. Yu Ming

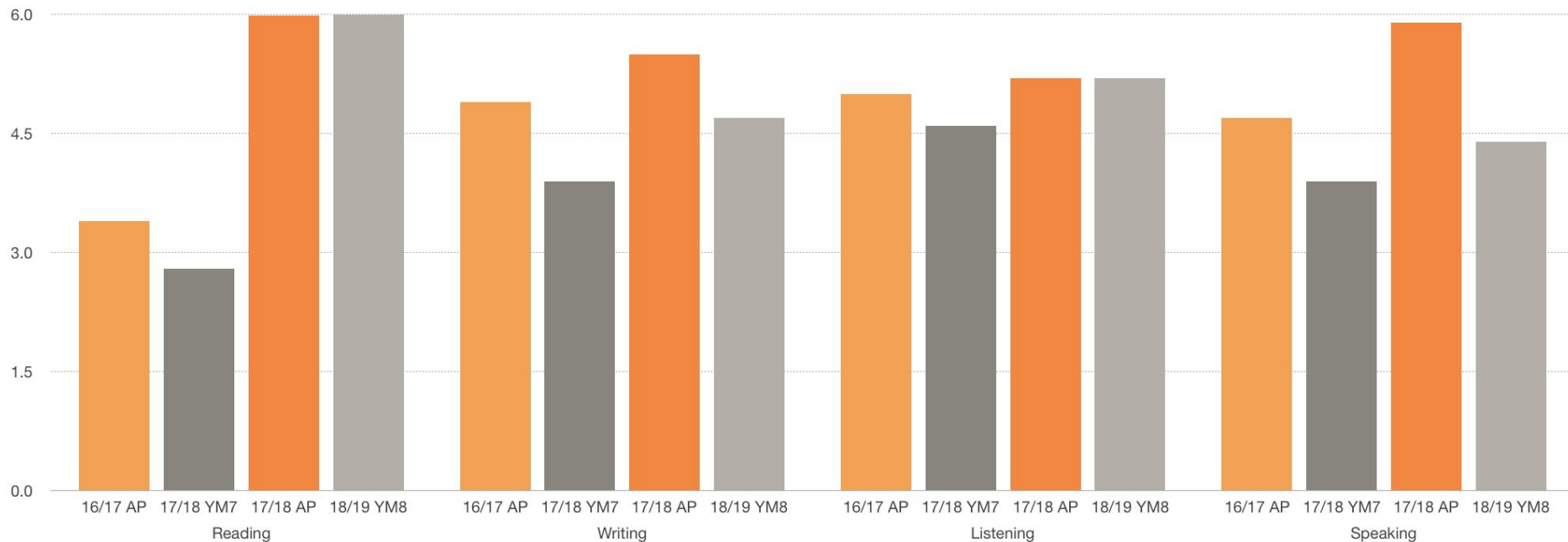


Student Outcomes: Chinese Proficiency (G8) STAMP 4S Compared to National Average

In 2019 YM G8 student performance on R/L is comparable to students enrolled in AP courses nationally in 2018, but performed lower in W/S. All YM G8 students significantly grew in proficiency in all 4 skills compared to previous years.

STAMP 4S National Average v.s. Yu Ming

	READING	WRITING	LISTENING	SPEAKING
16/17 AP	3.4	4.9	5.0	4.7
17/18 YM7	2.8	3.9	4.6	3.9
17/18 AP	6.2	5.5	5.2	5.9
18/19 YM8	6.0	4.7	5.2	4.4



Student Outcomes: 2019 Chinese Writing Skill Data

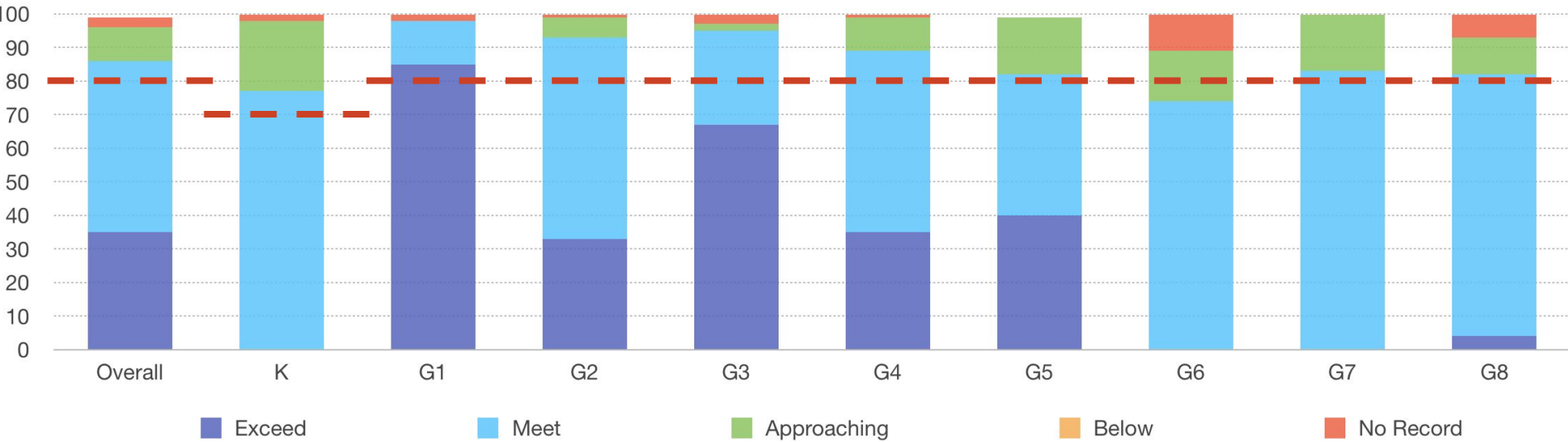
2018-2019 Goal: 80% G1-8 and 70% K students meet/exceed Chinese Writing Skills targets.

Comments: Goal met. Writing assessment outcomes in 2019 increased from 2018 outcomes.

2019-2020 Goal: Recommend same goal.

2019 EOY Chinese Writing Skills by Grades

PERCENTAGE	OVERALL	K	G1	G2	G3	G4	G5	G6	G7	G8
Exceed	35	0	85	33	67	35	40	0	0	4
Meet	51	77	13	60	28	54	42	74	83	78
Approaching	10	21	0	6	2	10	17	15	17	11
Below	0	0	0	0	0	0	0	0	0	0
No Record	3	2	2	1	3	1	0	11	0	7



Student Outcomes: 2019 Chinese Writing Language Data

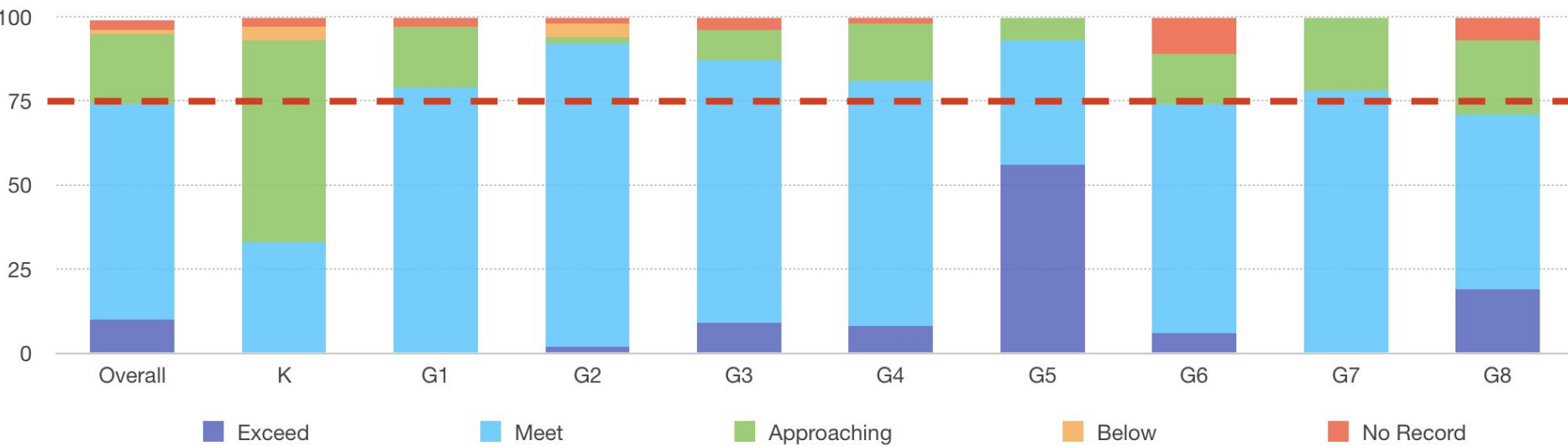
2018-2019 Goal: 75% K-G8 students meet/exceed Chinese Writing Language targets.

Comments: Goal met in G1-8. Goal not met in K. Kinder bar was unrealistic for stage of second language proficiency.

2019-2020 Goal: Recommend 75% G1-8 and 60% K students meet/exceed.

2019 EOY Chinese Writing Language by Grades

PERCENTAGE	OVERALL	K	G1	G2	G3	G4	G5	G6	G7	G8
Exceed	10	0	0	2	9	8	56	6	0	19
Meet	64	33	79	90	78	73	37	68	78	52
Approaching	21	60	18	2	9	17	7	15	22	22
Below	1	4	0	4	0	0	0	0	0	0
No Record	3	3	3	2	4	2	0	11	0	7

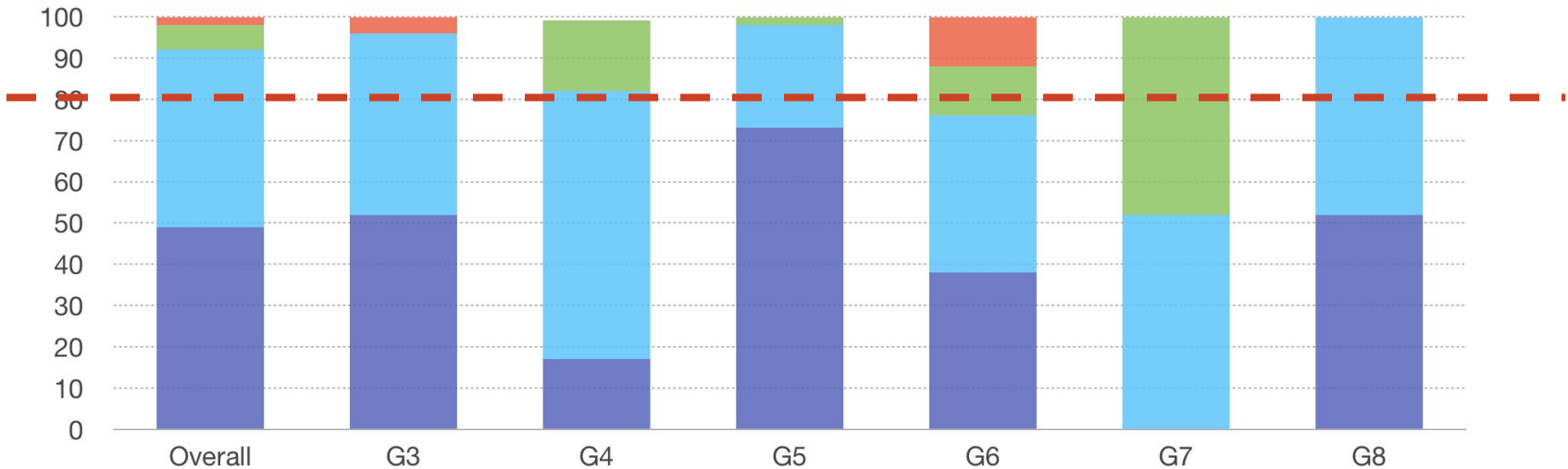


Student Outcomes: 2019 English Writing Skill Data (G3-8)

2018-2019 Goal: 80% G3-8 students meet/exceed English Writing Skill targets
Comments: Goal met. Writing assessment outcomes in 2019 increased from 2018 outcomes.
2019-2020 Goal: Recommend removing this goal and replace with SBAC writing assessment.

2019 EOY English Writing Skills by Grades

PERCENTAGE	OVERALL	G3	G4	G5	G6	G7	G8
Exceed	49	52	17	73	38	0	52
Meet	43	44	65	25	38	52	48
Approaching	6	0	17	2	12	48	0
Below	0	0	0	0	0	0	0
No Record	2	4	0	0	12	0	0

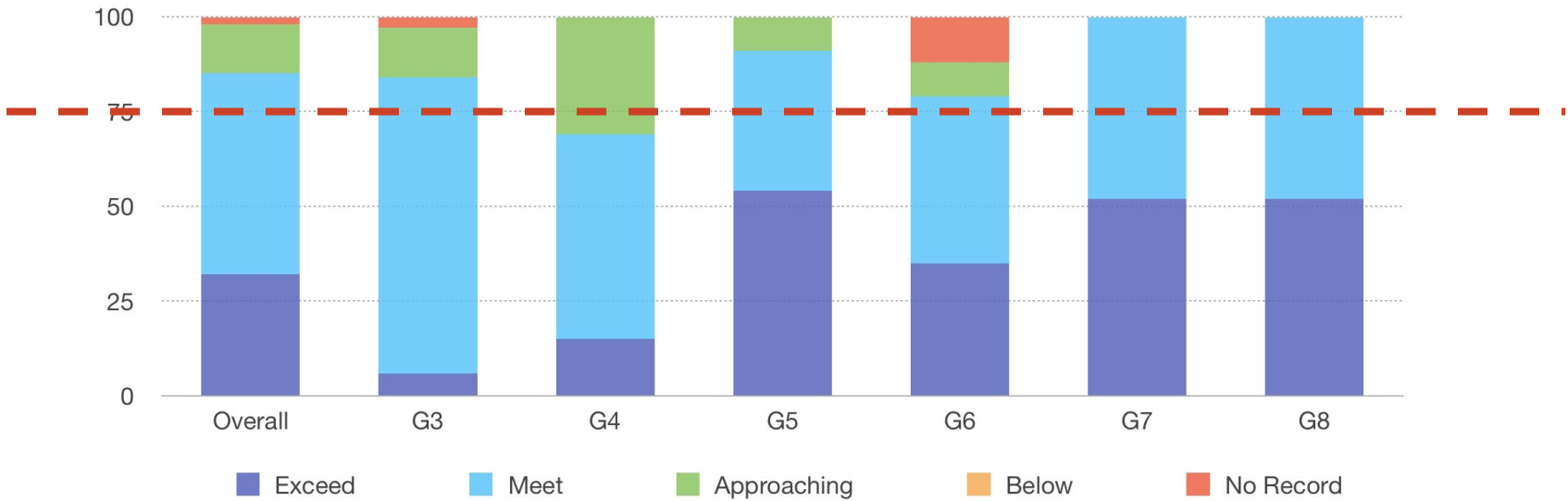


Student Outcomes: 2019 English Writing Language Data

2018-2019 Goal: 75% G3-8 students meet/exceed English Writing Language targets
Comments: Goal met.
2019-2020 Goal: Recommend removing this goal and replace with SBAC writing assessment.

2019 EOY English Writing Language by Grades

PERCENTAGE	OVERALL	G3	G4	G5	G6	G7	G8
Exceed	32	6	15	54	35	52	52
Meet	53	78	54	37	44	48	48
Approaching	13	13	31	9	9	0	0
Below	0	0	0	0	0	0	0
No Record	2	3	0	0	12	0	0

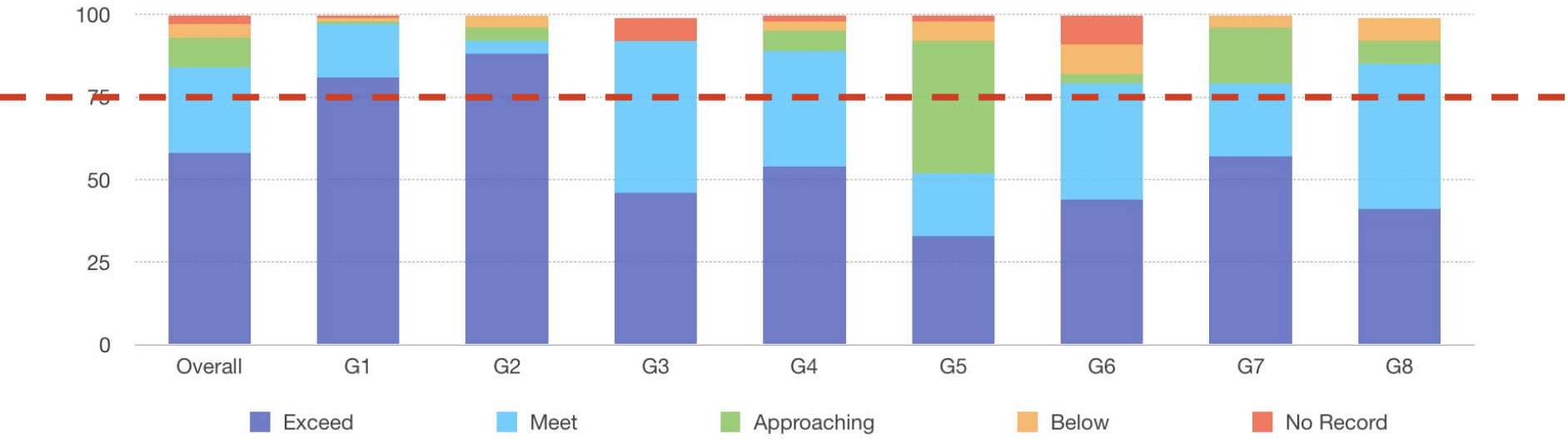


Student Outcomes: 2019 Chinese Reading Data

2018-2019 Goal: 75% G1-8 students meet/exceed Chinese Reading targets
Comments: Goal met. Chinese reading assessment outcomes in 2019 increased from 2018 outcomes.
2019-2020 Goal: Recommend same goal.

2019 EOY Chinese Reading by Grades

PERCENTAGE	OVERALL	G1	G2	G3	G4	G5	G6	G7	G8
Exceed	58	81	88	46	54	33	44	57	41
Meet	26	16	4	46	35	19	35	22	44
Approaching	9	1	4	0	6	40	3	17	7
Below	4	1	4	0	3	6	9	4	7
No Record	3	1	0	7	2	2	9	0	0

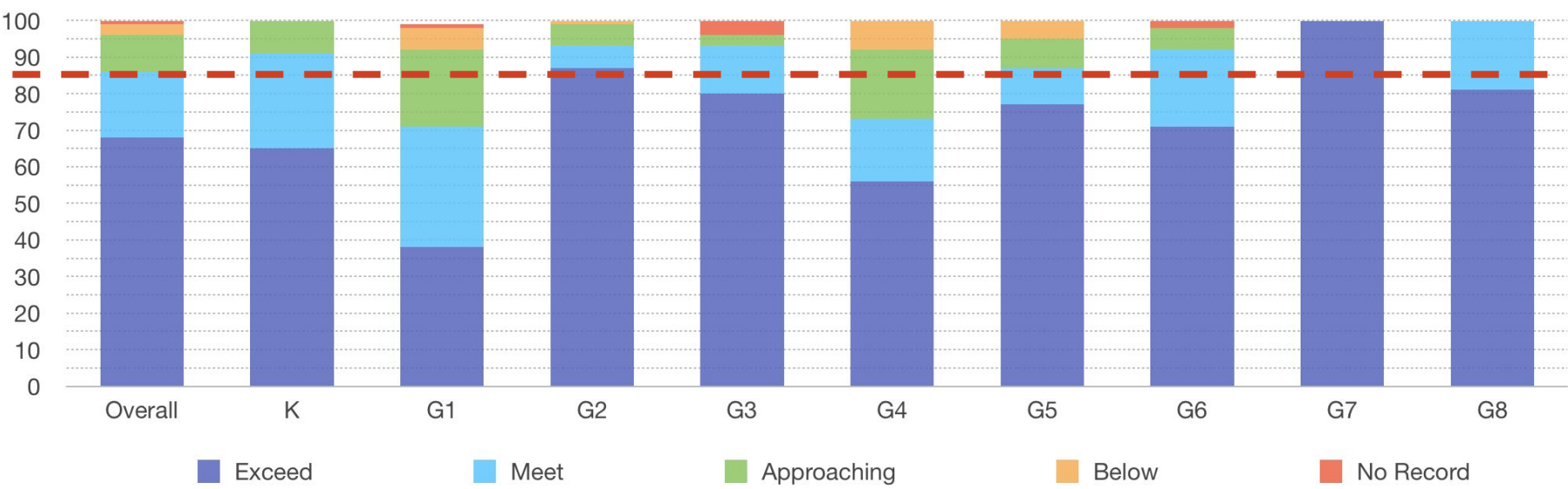


Student Outcomes: 2019 English Reading Data

2018-2019 Goal: 85% Yu Ming students meet/exceed English Reading targets
Comments: Goal met.
2019-2020 Goal: Recommend same goal.

2019 EOY English Reading by Grades

PERCENTAGE	OVERALL	K	G1	G2	G3	G4	G5	G6	G7	G8
Exceed	68	65	38	87	80	56	77	71	100	81
Meet	18	26	33	6	13	17	10	21	0	19
Approaching	10	9	21	6	3	19	8	6	0	0
Below	3	0	6	1	0	8	5	0	0	0
No Record	1	0	1	0	4	0	0	2	0	0



Student Outcomes: Character, Values, Global Citizenship

2018-19 Goal: 90% of students meet expectations for Habits of Success.

Comments: Goal met.

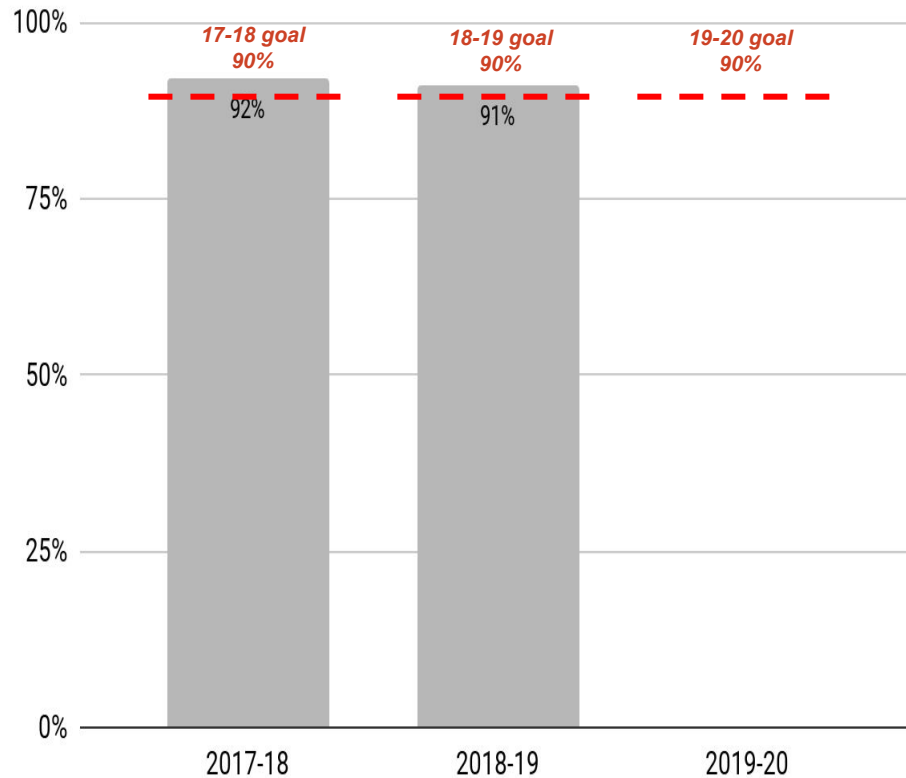
2019-20 Goal: Recommend same goal.

2018-19 Goal: 100% of classes K-8 complete Service Learning.

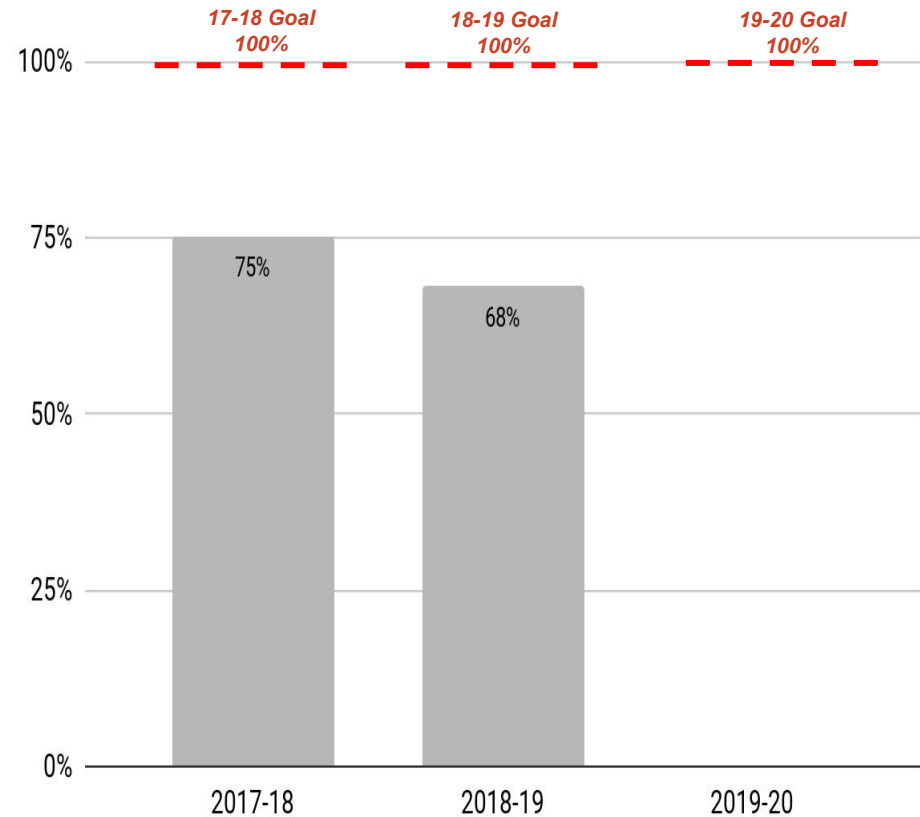
Comments: Goal not met. All but G3-5 met goal.

2019-20 Goal: Recommend same goal.

Habits of Success



Service Learning Project Completion



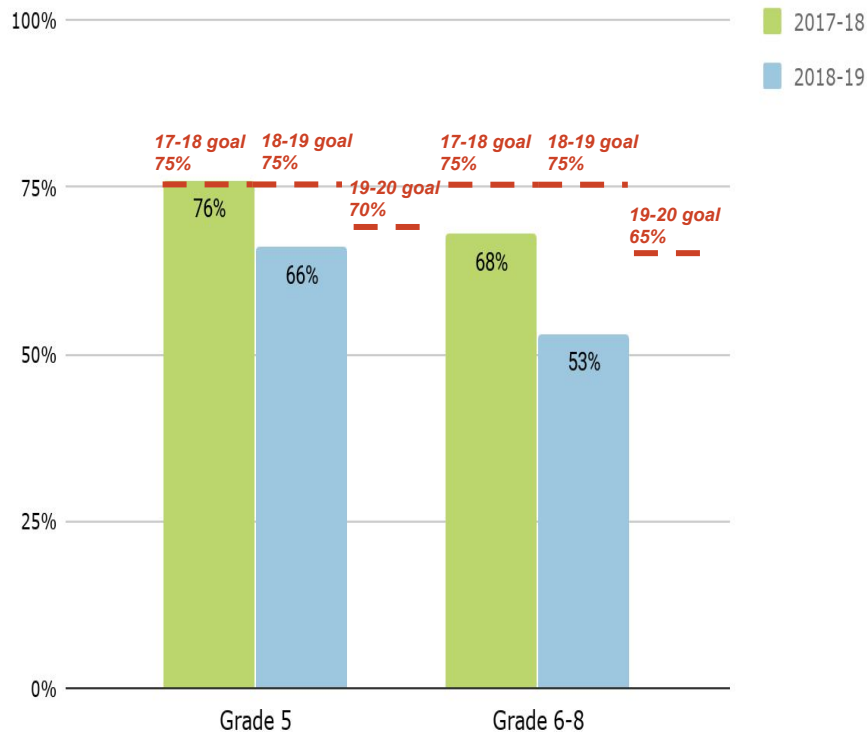
School Climate & Culture: Student Engagement

2018-19 Goal: 75% (G5 and Middle School) favorable response rate to school belonging question bank in CORE student survey.

Comments: Goal not met. Students' favorable response rate declined.

2019-20 Goal: Recommend changing goal to 70% (G5) and 65% (Middle School) favorable response.

School Belonging

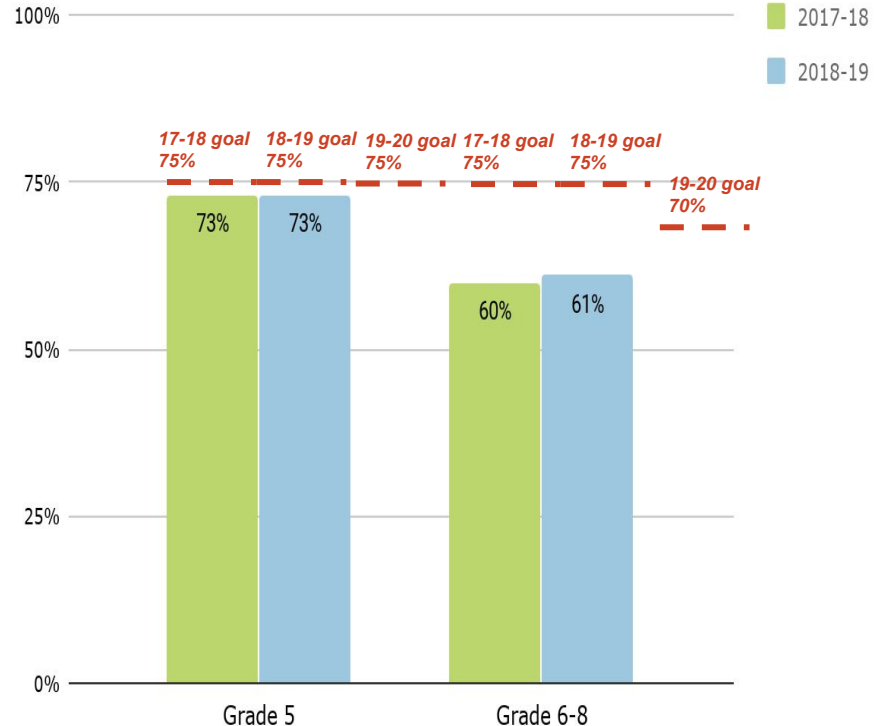


2018-19 Goal: 75% (G5 and Middle School) favorable response rate to school belonging question bank in CORE student survey.

Comments: Goal not met. Students' favorable response rate declined.

2019-20 Goal: Recommend changing goal to 75% (G5) and 70% (Middle School) favorable response.

School Climate



School Climate & Culture: Student Engagement

Yu Ming has developed specific actions for 2019-2020 to improve School Belonging score and School Climate score from 2018-2019 including:

Actions for School Belonging

- Continue to use Compass curriculum and Circles to deepen relationships between students
- Develop school-wide rituals and identity as Yu Ming student
- Implement age-appropriate experiences to develop personal identity and community identity in middle school advisories
- Be consistent with using positive reinforcement and incentives aligned to student expectations
- Recognize academics and citizenship publically
- Ensure student driven choice, voice, and leadership around school programming (lunch time clubs, student leadership, and intersession)
- Use qualitative and quantitative student feedback in each course with each teacher

Actions for School Climate

- Have focused discussions and learning around Teacher-Student mentorship and communication
- Coach teachers towards student agency and voice

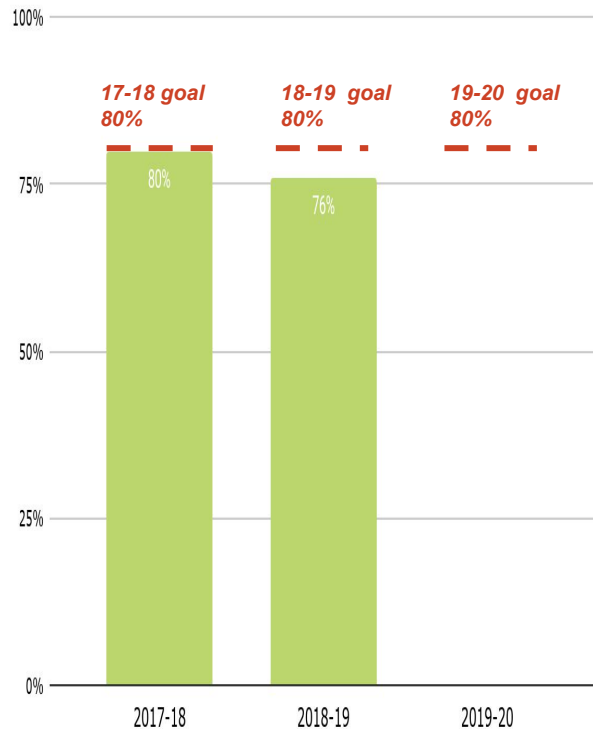
School Climate & Culture: Staff Engagement

2018-19 Goal: 80% overall favorable response rate in the G12 Staff Survey.

Comments: Goal not met. Overall favorable response declined (from 80% to 76%) and all 4 areas of focus declined (see table below).

2019-20 Goal: Recommend same goal.

% of overall favorable responses



2018-19 Goals and Results

	2017-18 Result	2018-19 Goal	2018-19 Result
Q8: Purpose	-	90%	75%
Q5: Care	-	90%	81%
Q2: Material	68%	80%	71%
Q6: Support	81%	80%	74%

2019-20 Goals and Results

Starting from this year, we will pick 4 parameters based on survey results to set goals for the following year.

	2018-19 Result	2019-20 Goal
Q2: Material	67%	75%
Q6: Support	57%	65%
Q7: Opinions	48%	65%
Q11: Feedback	60%	65%

School Climate & Culture: Staff Engagement

Yu Ming has developed specific actions for 2019-2020 to improve Staff Engagement Scores from the Gallup Q12 Staff Survey of 2018-19.

Actions

- **Q02: I have the materials and equipment I need to do my work right.**
 - Leadership team surveyed teachers to ask about materials and equipment needs, and purchased most items requested.
 - Leadership team will frequently communicate with Instructional Leadership Team to understand teachers' needs
- **Q07: At work, my opinions seem to count.**
 - Leadership Team will frame the Instructional Leadership Team meeting to highlight opportunities when teachers make decisions or participate in the decision making process
 - At our weekly Professional Learning Community meetings, teachers have dedicated agenda time to provide feedback on any issues
 - At every Friday Professional Learning, there is a survey where teachers can provide anonymous feedback on any issues
 - Leadership Team will be more explicit on how decisions are made based on teachers' inputs
- **Q06: There is someone at work who encourages my development.**
- **Q11: In the last six months, someone at work has talked to me about my progress.**
 - Yu Ming will have 5 leaders to offer coaching in 2019-20 (3 more than 2018-19)
 - Yu Ming will offer professional development opportunities to Instructional Leadership Team members
 - There will be more opportunities to provide feedback to teachers through walkthrough tools and Whetsone feedback platform

School Climate & Culture: Family Satisfaction

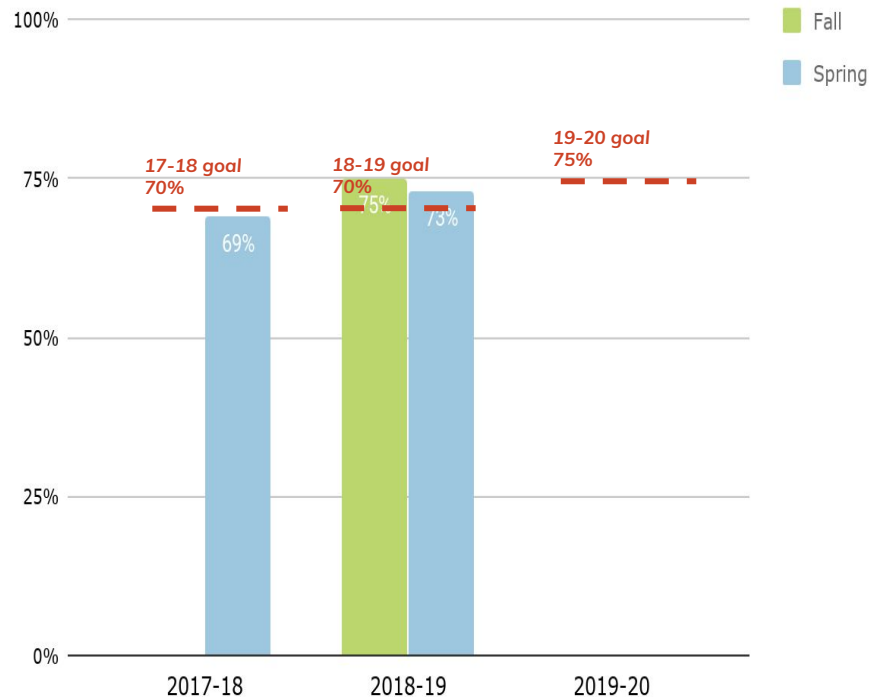
2018-19 Goal: 70% favorable response rate for both school climate and school fit question banks in Panorama Family Survey.

Comments: Goal met for school climate and not met for school fit.

2019-20 Goal: Recommend increasing school climate goal to 75% and maintaining school fit goal at 70%.

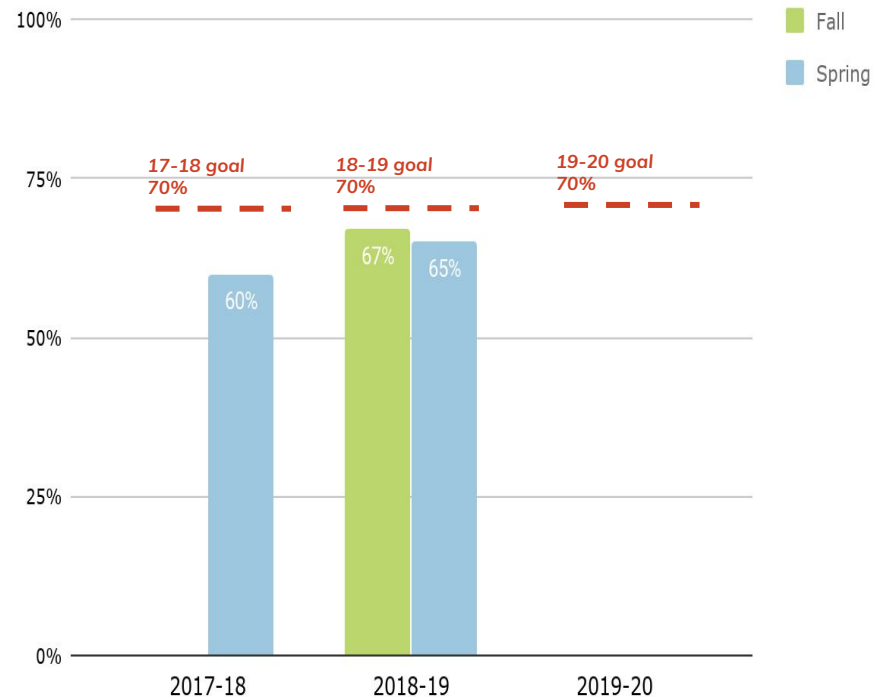
School Climate

"Overall social and learning climate of the school"



School Fit

"How well a school matches their child's developmental needs"



School Climate & Culture: Family Satisfaction

Yu Ming has developed specific actions for 2019-2020 to improve School Climate score and School Fit score from 2018-2019.

Actions

The Leadership Team with staff will take targeted steps to improve families' positive perceptions of the overall social and learning climate at Yu Ming and how well Yu Ming matches their child's developmental needs including:

- Faculty and Leaders will continue to focus on classroom, school, and community “belonging,” relationship based practices, and culturally responsive teaching through Compass Badgework, Circles, and Professional Learning.
- Instructional coaches will focus on supporting teachers in improving student engagement indicators on our existing teacher coaching framework.
- With the support of Transcend, a Yu Ming team will focus on Program Design opportunities to infuse more student agency, project based learning and joy into our academic model.

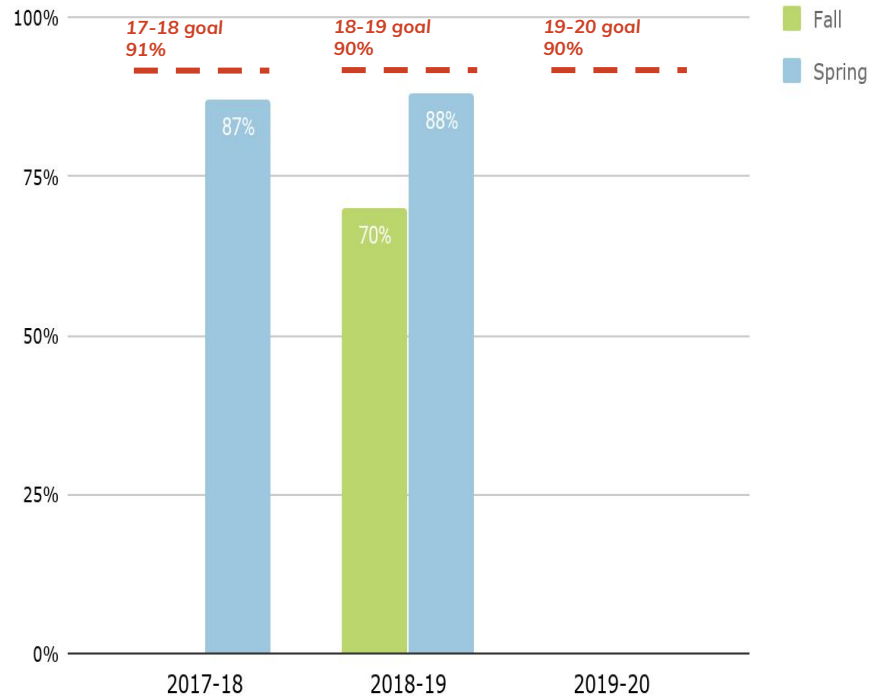
School Climate & Culture: Family Engagement

2018-19 Goal: 90% families complete survey and 40% favorable response rate for family engagement question bank in Panorama Family Survey

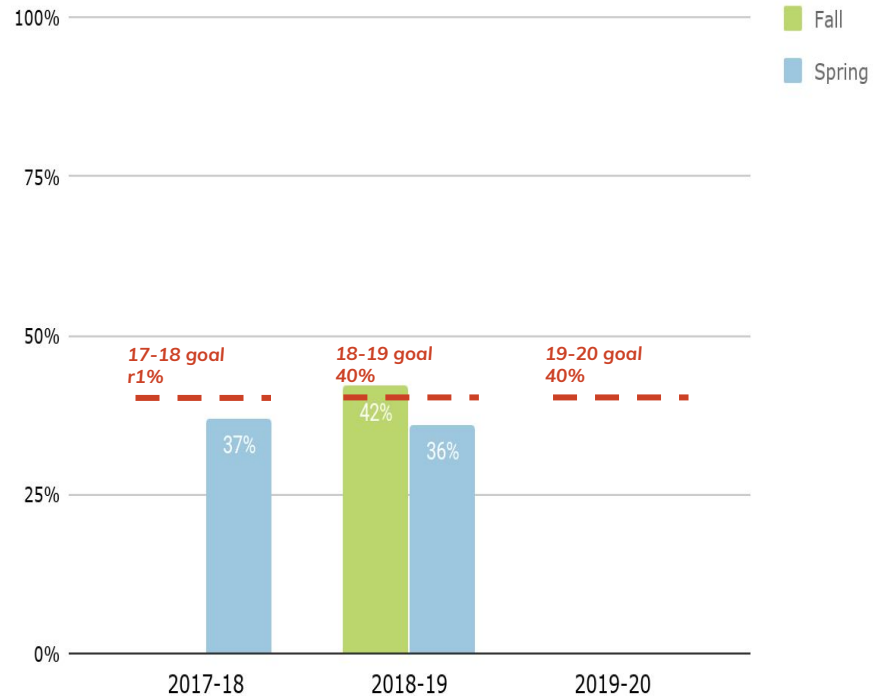
Comments: Goal not met for survey completion but met for family engagement.

2019-20 Goal: Same goal

Survey Completion Rate



Family Engagement



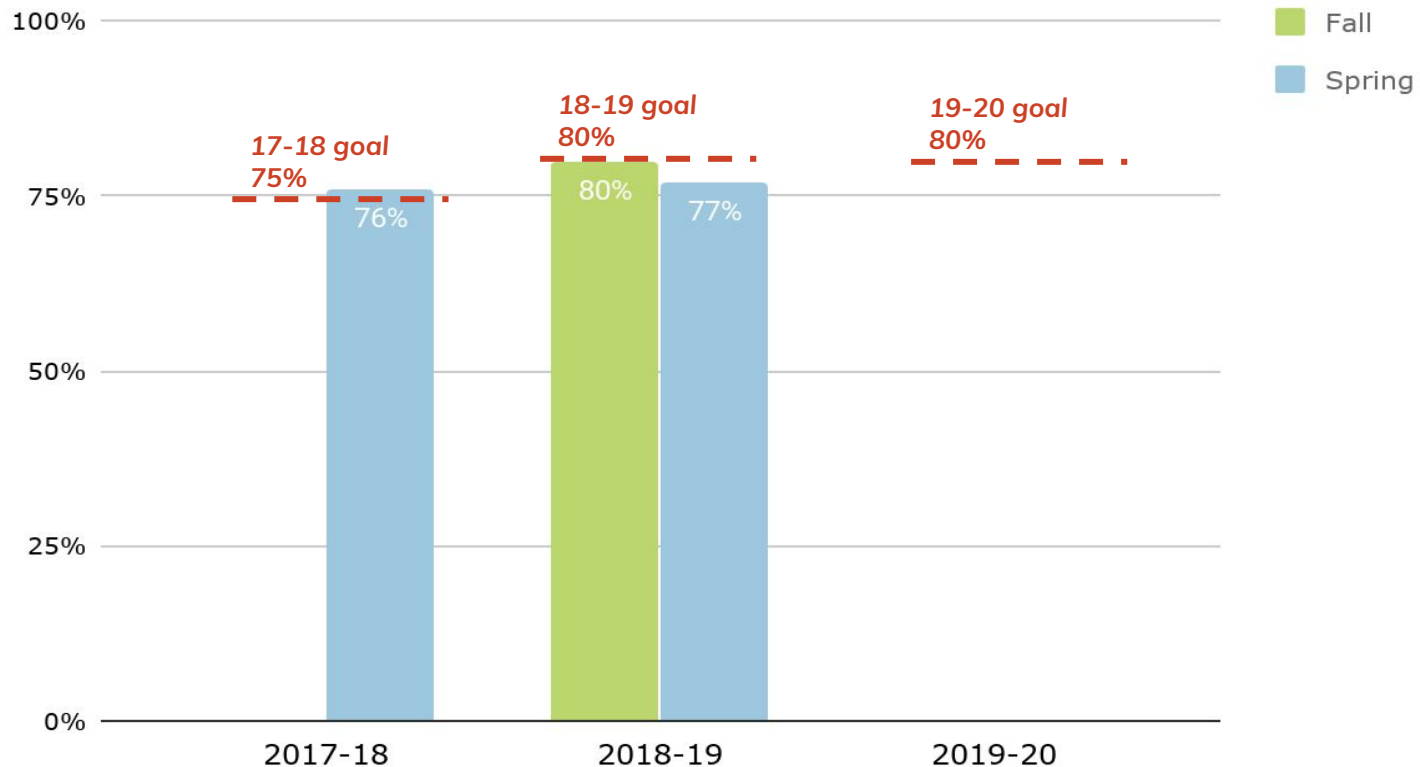
Notes: Family engagement averages out % of favorable responses to the following questions: "How often do you meet in person with teachers at your child's school", "How involved have you been with a parent group(s) at your child's school", "How often have you discussed your child's school with other parents from the school", "How often have you helped out at your child's school", "How often have you visited your child's school" and "How involved have you been in fundraising efforts at your child's school".

School Climate & Culture: Degree That YM Values Diversity

2018-19 Goal: 80% favorable response rate to the question on whether Yu Ming values diversity of families' background in Panorama Family Survey.

Comments: Goal met. Favorable response rate increased.

2019-20 Goal: Recommend same goal.

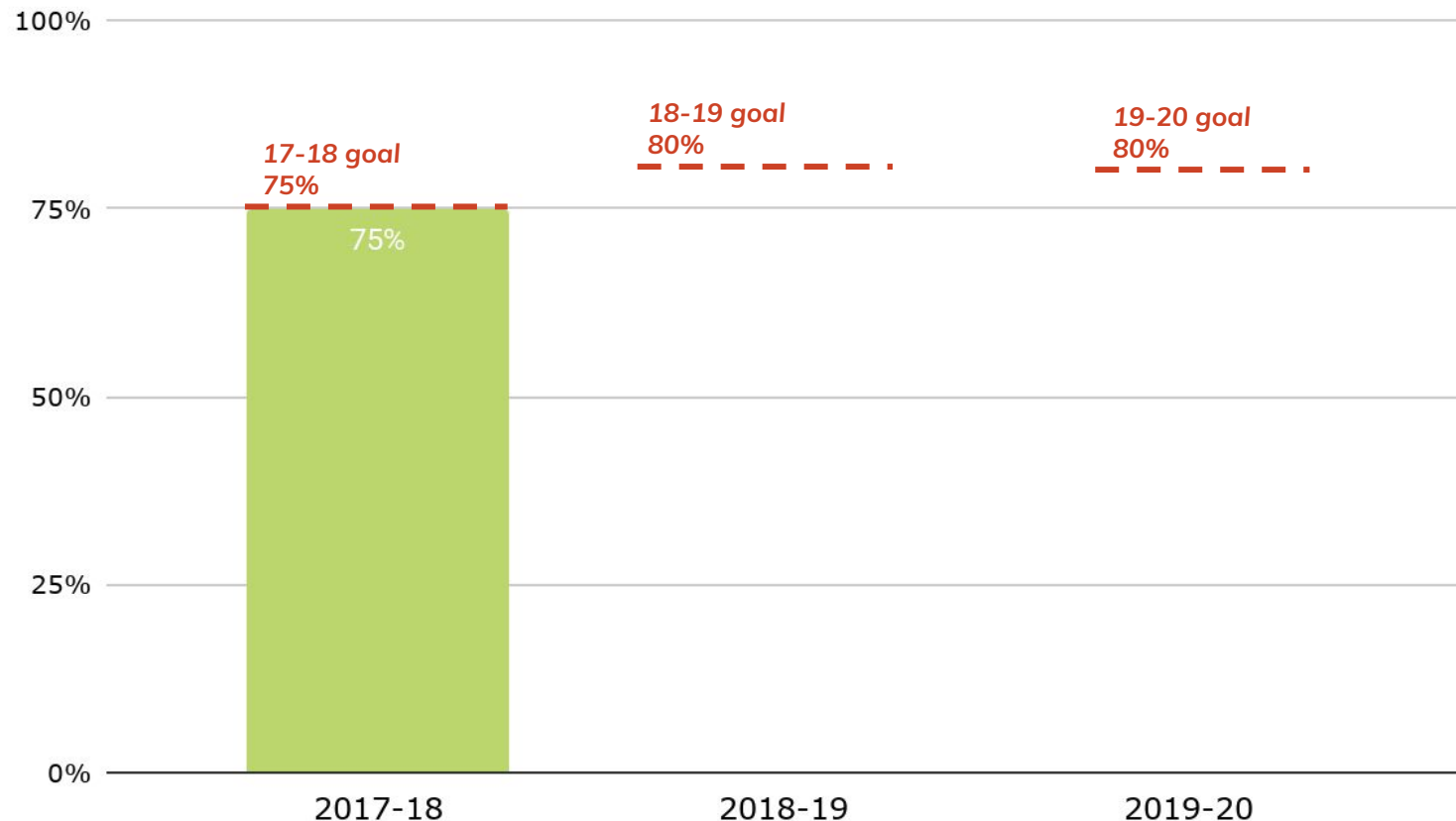


School Climate & Culture: Confidence in Board Leadership

2018-19 Goal: 80% favorable response rate for confidence in Board leadership in Family Survey.

Comments: We did not ask the question of “confidence in board leadership” in any family surveys in 2018-19. We will capture the data in 2019-20 in the spring family survey.

2019-20 Goal: Recommend same goal.



School Growth & Stability: Enrollment

2018-19 Goal: 99% enrollment rate

Comments:

- Enrollment % is defined as enrollment on CBEDS* day (Oct. 2), the enrollment target we use to set the new school year budget.
- We continue to maintain high level of enrollment at 99% for 2017-18 and 2018-19
- Goal met

2019-20 Goal: Recommend same goal.

*CBEDS or the California Educational Basic Data System is an annual data collection of schools and districts conducted by the CA Dept of Education.

School Growth & Stability: Application Diversity

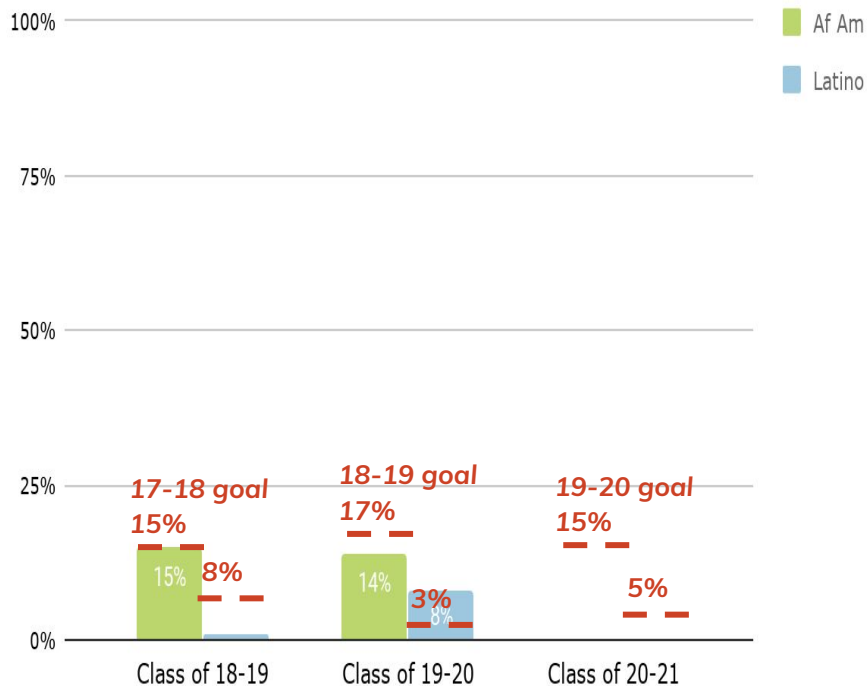
2018-19 Goal: 17% enrolled Kinder are African American, 3% are Latino, 22% are FRL. 30% of Kinder applicants are FRL.

Comments: Goal met for enrolled Latino% (8%) and enrolled FRL% (24%). Goal not met for enrolled African American % (14%) and applied FRL% (23%).

2019-20 Goal: Recommended enrolled Kinder are 15% African American, 5% Latino, 25% FRL. 30% of Kinder applicants are FRL.

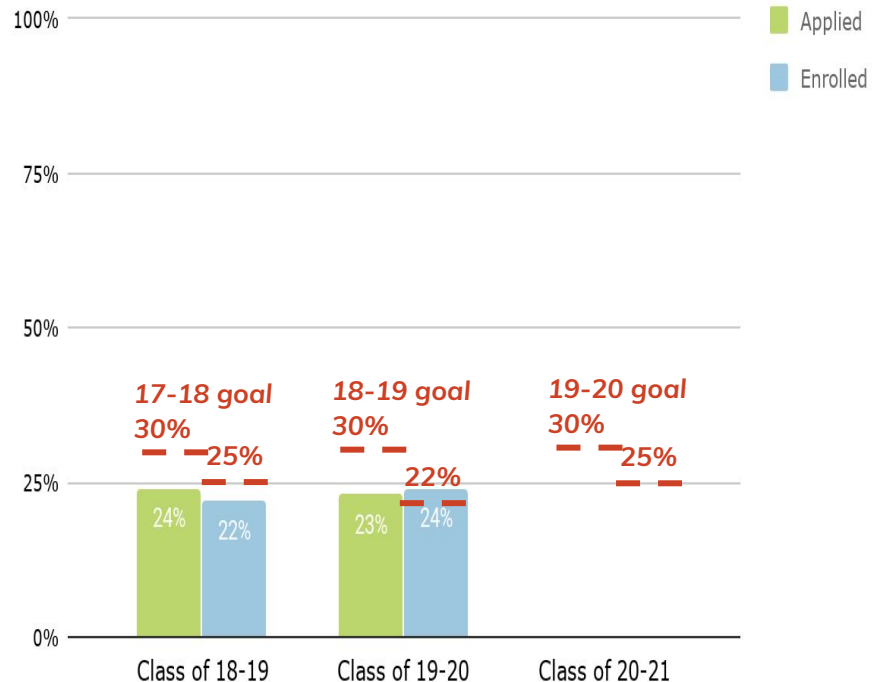
Racial/Ethnic Diversity

African American/Latino % in Enrolled Kinder



Socio-economic Diversity

FRL% of applied/enrolled Kinder

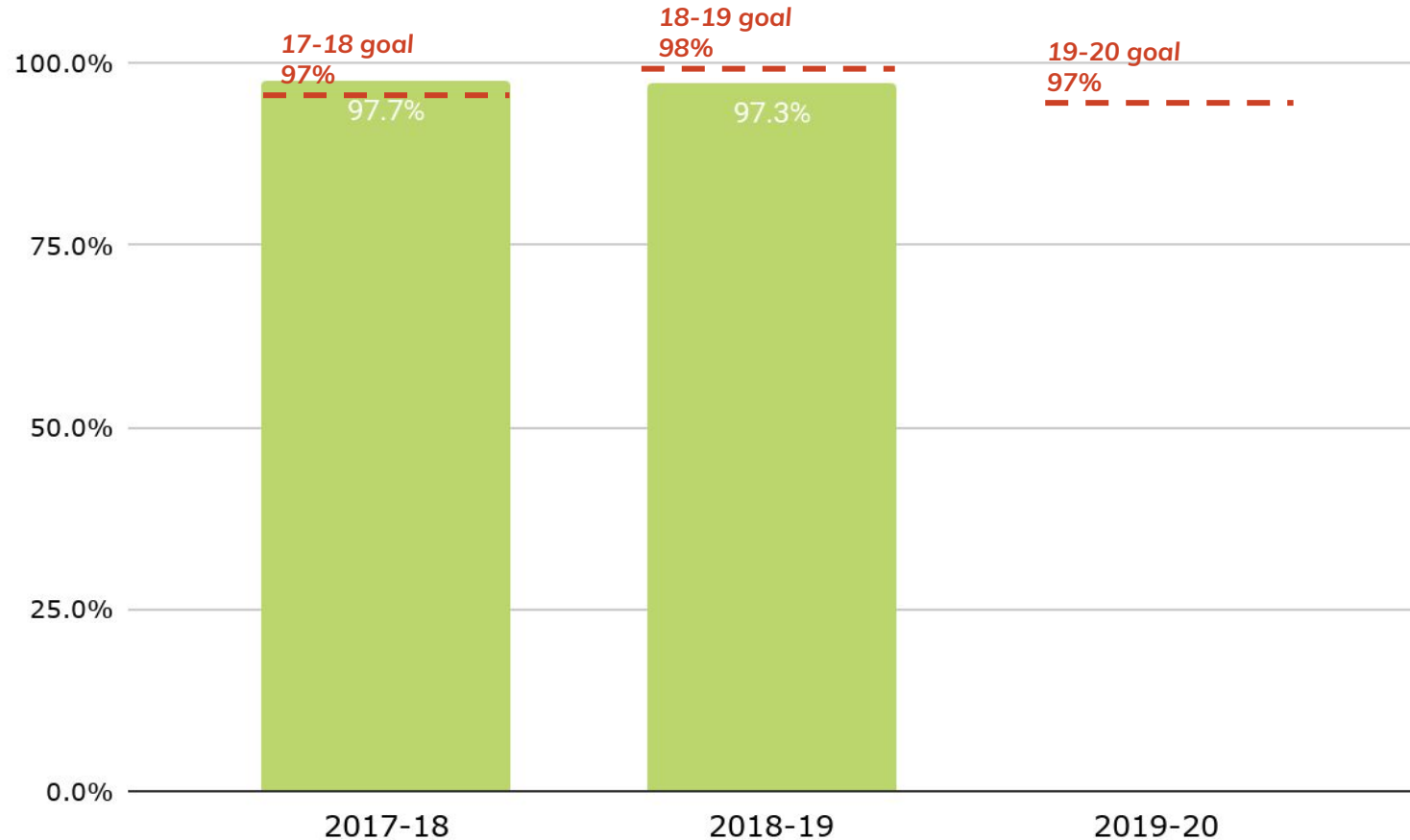


School Growth & Stability: Attendance

2018-19 Goal: 98% attendance rate.

Comments: Goal not met but we continue to maintain high attendance rates.

2019-20 Goal: Recommend 97% attendance rate

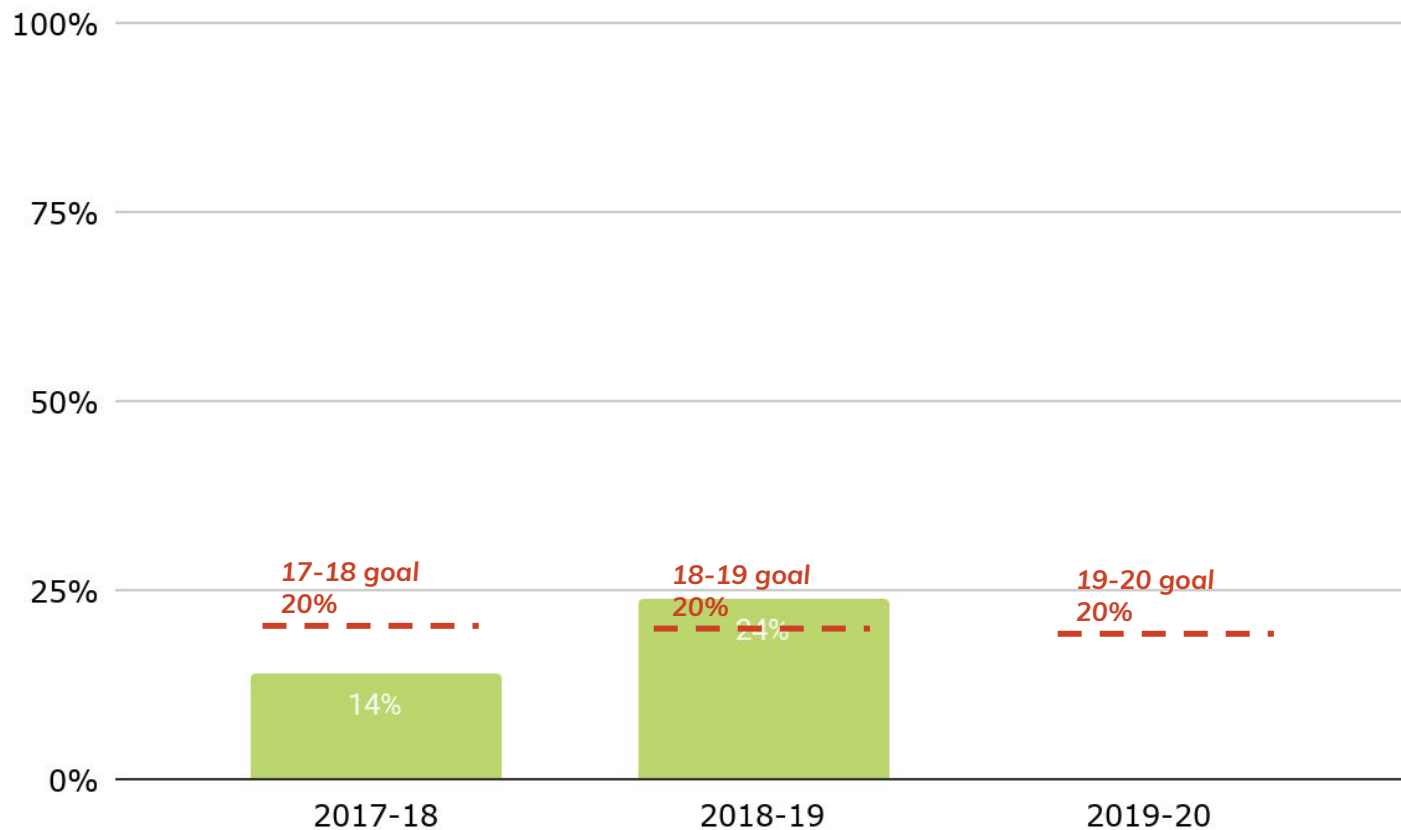


School Growth & Stability: Cash Reserve

2018-19 Goal: 20% cash reserve.

Comments: Goal met.

2019-20 Goal: Same goal.

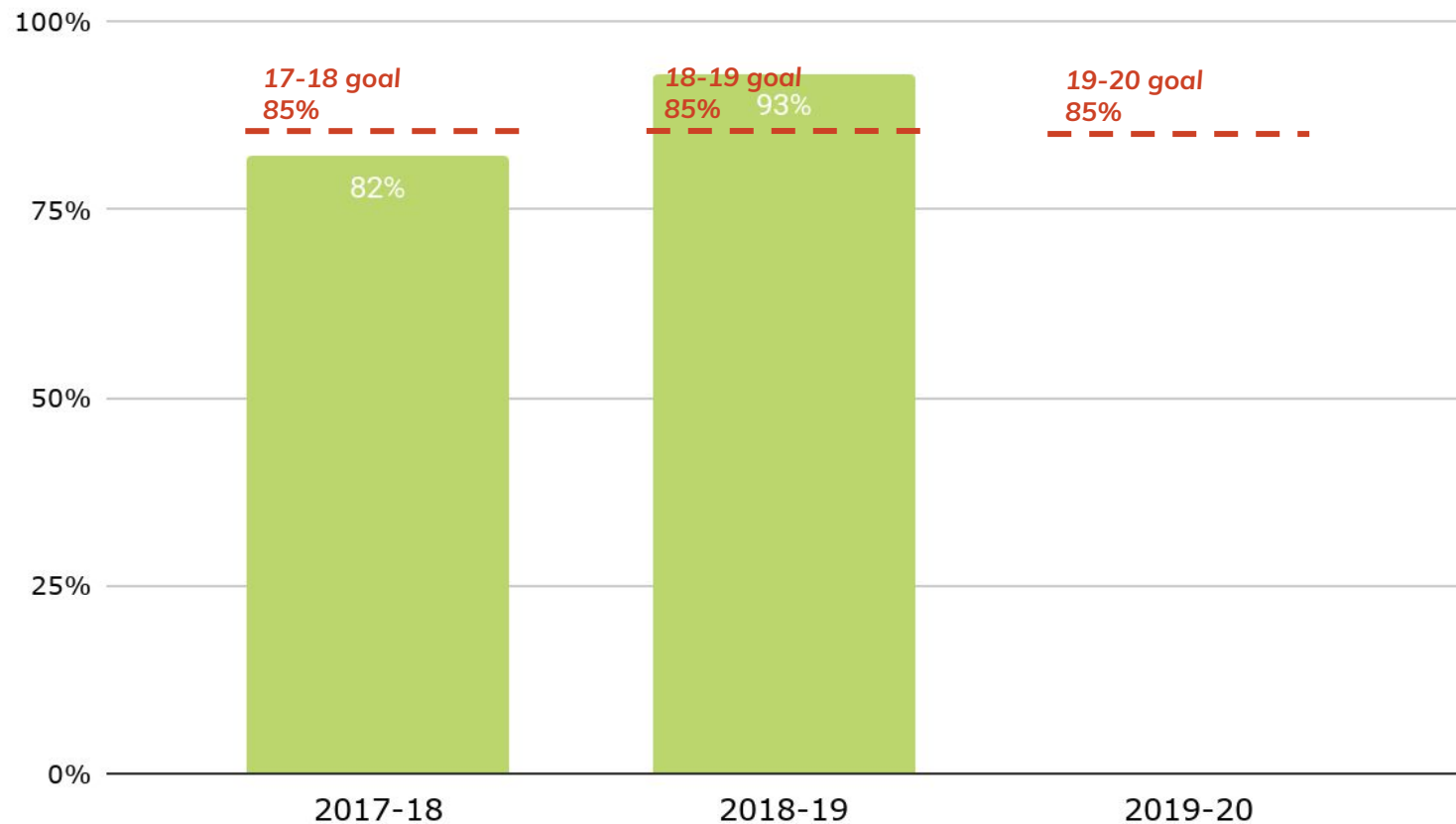


School Growth & Stability: Staff Retention

2018-19 Goal: 85% staff retention.

Comments: Goal met (93%).

2019-20 Goal: Recommend same goal.





Be Safe. 注意安全

I commit to keeping myself and others safe.
我愿意注意自己和别人的安全。



Be Inclusive. 接受别人

I commit to leaving no community member behind. 我愿意和大家携手同行。



I commit to seeking diversity of perspective.
我愿意寻求不同观点。



Be Kind. 有爱心

I commit to speaking to the person, not about the person.
我愿意说话时对事不对人。



I commit to speaking from my heart, but using my head.
我愿意真诚交流，先想再说。



Work Hard. 努力工作

I commit to working the Compass.
我愿意努力做好Compass。



Be Accountable. 认真负责

I commit to walking my talk.
我愿意说到做到。



Be Brave. 要勇敢

I commit to showing up with courage.
我愿意表现出勇气。

Consultancy Protocol

Board members will participate in a **Consultancy Protocol** designed to give board members the opportunity to dive into a specific challenge question connected to an Annual School Goal presented by a Yu Ming Leadership Team member.

CONSULTANCY PROTOCOL GROUPS

- Student Outcomes (Xinyi)
- School Climate & Culture (Celia)
- School Growth & Sustainability (Cindy)

CONSULTANCY PROTOCOL STEPS

- STEP 1: Problem Overview (*4 minutes*)
 - STEP 2: Clarifying Questions (*3 minutes*)
 - STEP 3: Probing Questions (*3 minutes*)
 - STEP 4: Group Discussion (*15 minutes*)
 - STEP 5: Presenter Reflection (*5 minutes*)
 - STEP 6: Group Share-Out(*10 minutes*)
-

2018-2019 LCAP Goals

Goal 1 Continue to develop an infrastructure for ongoing analysis of **multiple forms of data** including student demographic and achievement data in order to: inform instructional decisions; tailor research-based intervention programs; **further develop the RTI/SST (MTSS) to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources;** and develop clear policies and protocols that support the school's mission and goals

Goal 2 Provide all students with **high quality instruction, a rigorous standards-aligned curriculum** in a Chinese immersion educational program through student-centered/student driven learning experiences that will **prepare all students** to strive/excel as biliterate critical thinkers, problem solvers, community minded, diligent and independent learners, and innovators in an ever-changing Global world.

Goal 3 Engage parents, families and community members as partners through education, communication and collaboration in order to provide all students with **a safe, welcoming and inclusive, and positive learning environment.**

2018-2019 LCAP Goals - Goal 1

Goal 1 Continue to develop an infrastructure for ongoing analysis of multiple forms of **data** including student demographic and achievement data in order to: inform instructional decisions; tailor research-based intervention programs; **further develop the RTI/SST (MTSS) to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources;** and develop clear policies and protocols that support the school's mission and goals

1. **STAFF TO SUPPORT SCHOOL'S BASE PROGRAM** - Yu Ming Charter School will employ 25 teachers who are appropriately credentialed and assigned, a Principal for K-8 as part of the school's base program. Yu Ming Charter School provided all students with a longer school day, and longer school year, which included an additional 10 instructional days; 21,440 additional instructional minutes for Kindergarten; 7,880 for grades 1-3; and 4,280 for grades 4-8, as evidenced in the following chart, which exceed the CA State requirements.

2018-2019 LCAP Goals - Goal 1

Goal 1 Continue to develop an infrastructure for ongoing analysis of multiple forms of **data** including student demographic and achievement data in order to: inform instructional decisions; tailor research-based intervention programs; **further develop the RTI/SST (MTSS) to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources;** and develop clear policies and protocols that support the school's mission and goals

2. **ASSESSMENTS** - Yu Ming Charter School staff will implement multiple types of assessments in order to monitor each student's academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- Fountas & Pinnell: K-8
- CLA Leveled Chinese (Reading): Grades K-8
- CLA Listening, Speaking, Reading, Writing, STAMP 4Se: Grades 2, 4, 6
- CLA Listening, Speaking, Reading, Writing, STAMP 4s: Grade 8
- Spring Presentation of Learning: Grades K-8
- Learning Headquarter writing assessment in Chinese and English: Grades K-8

In addition, YMCS will administer the following state-mandated assessments:

- ELPAC: Initial & Summative for ELL
- CAASPP: ELA & Math – Grades 3-8
- CA Science Test: Grades 5 & 8
- Physical Fitness Test: Grades 5 & 7

2018-2019 LCAP Goals - Goal 1

Goal 1 Continue to develop an infrastructure for ongoing analysis of multiple forms of **data** including student demographic and achievement data in order to: inform instructional decisions; tailor research-based intervention programs; **further develop the RTI/SST (MTSS) to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources;** and develop clear policies and protocols that support the school's mission and goals

3. **STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:** Continue to align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps. The following staff will provide intervention services during the school day:
- Chinese Intervention Teacher: Upper School
 - Chinese Intervention Assistant
 - English Intervention Assistant: Upper School
 - Seek 8 Instructional Assistants (Mandarin/English) that will be placed in classrooms (TECO)
- Yu Ming Charter School will provide BOOST summer and after-school academic tutoring for struggling students led by credentialed teachers and Instructional Assistants, daily for 30 minutes. Each day will focus on a different subject. The after school program will employ:
- Upper School Extended Care Program Manager
 - Lower School Extended Care Program Manager

2018-2019 LCAP Goals - Goal 1

Goal 1 Continue to develop an infrastructure for ongoing analysis of multiple forms of **data** including student demographic and achievement data in order to: inform instructional decisions; tailor research-based intervention programs; **further develop the RTI/SST (MTSS) to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources;** and develop clear policies and protocols that support the school's mission and goals

4. **FACILITIES:** Yu Ming Charter School will provide all students and staff with a safe, clean and functioning facility sites as measured by the Facility Inspection Tool (FIT). In addition, our school currently leases both school sites. Expenses include maintenance, repairs, and janitorial services.
5. **COURSE ACCESS – COURSES BEYOND CORE OFFERED TO ALL STUDENTS:** In order to prepare all students for the careers of the 21st century, it is critical that our school provide all students including Unduplicated Pupils and Students with Disabilities with access to a broad course of study beyond core subjects to include:
 - K-8 (ES/MS): Visual & Performing Arts, Choral & Instrumental Music, Physical Education
 - Grade 5: Design Lab
 - Grades 6-8 (MS): Design Lab; Journalism (Chinese); Service Learning (Chinese), Contemporary China (Chinese); Spanish, Musical Instruments, Coding, Art, Student-led Inquiry
 - Enrichment Instructors (Art, Music, P.E.): 3.5

2018-2019 LCAP Goals - Goal 1

Goal 1 Continue to develop an infrastructure for ongoing analysis of multiple forms of **data** including student demographic and achievement data in order to: inform instructional decisions; tailor research-based intervention programs; **further develop the RTI/SST (MTSS) to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources;** and develop clear policies and protocols that support the school's mission and goals

6. **STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:** Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students.

Yu Ming will employ the following staff to support the social-emotional needs and PBIS program within our Multi-Tiered System of Support (MTSS) Framework:

- **Assistant Principal (K-2) & Assistant Principal (G3-8)** – Coaches teachers on addressing positive student behavior and behavioral challenges.
- **Behavior Specialist (K-2):** push-in support, working with teachers, develop behavior plans tier 1 for students w/o IEP, works with the Assistant Principal (see Goal 1, Action 7)
- **Health Services Coordinator**

2018-2019 LCAP Goals - Goal 1

Goal 1 Continue to develop an infrastructure for ongoing analysis of multiple forms of **data** including student demographic and achievement data in order to: inform instructional decisions; tailor research-based intervention programs; **further develop the RTI/SST (MTSS) to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources;** and develop clear policies and protocols that support the school's mission and goals

7. STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:

El Dorado Charter SELPA is Yu Ming's Charter School's SELPA Provider. The Principal (K-8) and (2) AP supported by a Special Education Consultant and Education Specialists will be responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, **staffing and contracted services**. Yu Ming Charter School's program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff.

2018-2019 LCAP Goals - Goal 2

Goal 2 Provide all students with **high quality instruction, a rigorous standards-aligned curriculum** in a Chinese immersion educational program through student-centered/student driven learning experiences that will **prepare all students** to strive/excel as biliterate critical thinkers, problem solvers, community minded, diligent and independent learners, and innovators in an ever-changing Global world.

1. PROFESSIONAL DEVELOPMENT TO BE PROVIDED:

Yu Ming Charter School will provide all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Topics of focus will include:

- CCSS ELA, Chinese Language Arts (CLA)
- Immersion Balanced Literacy: Readers and Writers Workshop
- Project-based Learning (PBL)
- Data Cycles of inquiry
- Multi-Tiered System of Support (MTSS)
- Culturally Responsive Teaching, Diversity & Inclusion
- Social-Emotional Learning (i.e. Compass, Responsive Classroom, Toolbox)
- Personalized and Differentiated Instruction
- Science Instruction

[LIST TO BE CONTINUED]

2018-2019 LCAP Goals - Goal 2

Goal 2 Provide all students with **high quality instruction, a rigorous standards-aligned curriculum** in a Chinese immersion educational program through student-centered/student driven learning experiences that will **prepare all students** to strive/excel as biliterate critical thinkers, problem solvers, community minded, diligent and independent learners, and innovators in an ever-changing Global world.

[LIST CONTINUES]

The Director of Curriculum & Instruction will provide an instructional coaching structure, conduct classroom walkthroughs and provide feedback.

Professional development for all teachers will take place during the academic year, as follows:

- 8 Days of Pre-Service Staff Development
- 2 Non-instructional days for Staff Development
- Weekly Friday Staff Development
- Weekly Grade Level & Department Professional Learning Communities

[LIST TO BE CONTINUED]

2018-2019 LCAP Goals - Goal 2

Goal 2 Provide all students with **high quality instruction, a rigorous standards-aligned curriculum** in a Chinese immersion educational program through student-centered/student driven learning experiences that will **prepare all students** to strive/excel as biliterate critical thinkers, problem solvers, community minded, diligent and independent learners, and innovators in an ever-changing Global world.

[LIST CONTINUES]

Middle School Advisor Collaboration Time Members of our teaching staff and/or Leadership team plan to attend in the following conferences:

- National Chinese Language Conference (5-6)
- CA. Charter Schools Conference (2)
- Summit Basecamp Training (6) Free
- Compass SEL Framework (4)
- El Dorado SELPA Teacher Academy (2)
- Early Childhood Chinese Immersion Forum (5-6)
- Stanford World Language Project (1-2)
- Crisis Prevention Intervention
- UnboundEd Standards Institute (3)
- Teachers College Summer Reading Institute (3)
- Exploring Project-Based Language Learning (2)
- Transcend School Design (4)
- Diverse Charter School Coalition (2)
- ACTFL Oral Proficiency Interview (OPI) Winter Institute (1) Stanford World Language Project Seminar (2)

2018-2019 LCAP Goals - Goal 2

Goal 2 Provide all students with **high quality instruction, a rigorous standards-aligned curriculum** in a Chinese immersion educational program through student-centered/student driven learning experiences that will **prepare all students** to strive/excel as biliterate critical thinkers, problem solvers, community minded, diligent and independent learners, and innovators in an ever-changing Global world.

2. **ELD PROGRAM:** Yu Ming Charter School will use ELD Curriculum and supplemental materials in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school's EL Coordinator will oversee the administration of the ELPAC Initial and Summative Assessments. Yu Ming Charter School will employ an EL teacher to provide ELD Designated Instruction that will take place approximately for 30 minutes: 1-2 times/week.

The principal and teachers will review, analyze and closely monitor the academic progress of all EL students using multiple forms of data from assessments to ensure academic growth in ELA and math using the intervention programs listed under "curriculum." (Goal 2, Action 3)

2018-2019 LCAP Goals - Goal 2

Goal 2 Provide all students with **high quality instruction, a rigorous standards-aligned curriculum** in a Chinese immersion educational program through student-centered/student driven learning experiences that will **prepare all students** to strive/excel as biliterate critical thinkers, problem solvers, community minded, diligent and independent learners, and innovators in an ever-changing Global world.

3. **CORE CURRICULUM TO BE PURCHASED:** Every student has access to standards-aligned curriculum and instructional materials. Yu Ming Charter School will purchase the following curriculum:
- Better Immersion Curriculum
 - Chinese Leveled texts
 - Level Chinese (subscription)
 - Chinese Content books for a new G2 section
 - Units of Study reading (K-5)
 - English Guided Reading books
 - English Non-fiction texts
 - English classroom library books
 - English class novel sets
 - Science Lab Materials
 - Amplify Science Curriculum
 - Mathematics manipulatives
 - Mathematics student workbooks
 - Physical Education Equipment
 - Art Materials

[LIST TO BE CONTINUED]

2018-2019 LCAP Goals - Goal 2

Goal 2 Provide all students with **high quality instruction, a rigorous standards-aligned curriculum** in a Chinese immersion educational program through student-centered/student driven learning experiences that will **prepare all students** to strive/excel as biliterate critical thinkers, problem solvers, community minded, diligent and independent learners, and innovators in an ever-changing Global world.

[LIST CONTINUES]

The following is a list of supplemental and/or intervention instructional materials:

- Joy Reader (Digital subscription)
- Fountas & Pinnell Leveled Literacy Intervention
- Reading A to Z for K-5 (Digital subscription)
- Brain Pop (Digital subscription)
- Lexia Core5 (Digital subscription)
- Raz Kids for K-2 (Digital subscription)
- HeidiSongs Sight Words for K-2 (Digital subscription)
- Vocabulary Spelling City for G3-5 (Digital subscription)
- Newsela Pro for G2-8 (Digital subscription)

4. **TECHNOLOGY**: Yu Ming Charter School has successfully implemented a 1:1 student to device ratio in the Middle School. The Principal and IT Support will develop an annual needs assessment for purchasing futures technology devices. This year we anticipate the following technology purchases:
- iPads
 - SMART TV
 - Chromebooks
 - Printer

2018-2019 LCAP Goals - Goal 3

Goal 3 Engage parents, families and community members as partners through education, communication and collaboration in order to provide all students with **a safe, welcoming and inclusive, and positive learning environment.**

1. **STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:** Yu Ming Charter School will implement the following:
 - Kaboom Installation (Playground)
 - Offer after-school enrichment programs
 - Host field trips aligned to the content standards and provide experiential learning opportunities.
 - Host student performances (Lunar New Year Performance, music concerts and art showcases)
 - Exhibitions of Learning
 - Science & Engineering Fair: Grades 3-8
 - Provide after-school clubs/organizations
 - Students will participate in overnight trips in order to develop community identity and culture.
 - Implement and revise the Comprehensive School Safety Plan including annual needs assessment for purchase of emergency supplies, defibrillator and trainings (CPR).
 - Administer student and staff survey annually
 - (staff and students) Community Meetings with grade cluster “families” to reinforce expectations and celebrate school rituals, culture, and SEL lessons (ex. LGBTQ, Arabic Heritage, Women’s History, Earth Day, Asian Pacific Heritage, Black History Month)
 - Student will participate in student-led conferences (March)
 - All students will participate in Scholar Compass Badgework and Circles weekly (K-8) All faculty will participate in Faculty Compass Badgework and Circles weekly.

2018-2019 LCAP Goals - Goal 3

Goal 3 Engage parents, families and community members as partners through education, communication and collaboration in order to provide all students with a **safe, welcoming and inclusive, and positive learning environment**.

2. **OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:** Yu Ming Charter School will provide the following opportunities to engage parents as partners in their child's education. The Family Liaison will assist underrepresented students/families (e.g. socio-economically disadvantaged) for student retention and student recruitment. Yu Ming Charter School will provide families with:
- Volunteer opportunities
 - Family Education workshops
 - Schoolwide Events: Back-to-school Night, parent-teacher conferences, Science Fair, student-led conferences
 - Administer family survey to gather input and feedback on the school's program, school connectedness and sense of safety
 - Family Support Organization General Meetings; Council Meetings
 - Equity Design Team (multi-stakeholder (board, ED, Parents) group supporting school family, and student diversity and inclusion work)

2018-2019 LCAP Goals - Goal 3

Goal 3 Engage parents, families and community members as partners through education, communication and collaboration in order to provide all students with a **safe, welcoming and inclusive, and positive learning environment.**

3. **PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS:** Yu Ming will continue to develop partnerships with organizations that support the school's educational program, mission, vision and the academic, social-emotional needs of our students. They include:
 - Partnership with Taipei Economic and Cultural Office, which provides Chinese interns.
 - Reach Institute for School Leadership: train BTSA Coach
 - Diverse Charter Schools Coalition (no cost)
 - CORE Districts (collaborative data-sharing) (no cost)
 - Berkeley Education Global Research Initiative (no cost): Mini-collaboration (provides student volunteers from Teacher Ed Program)
 - University of Washington School of Education (no cost)
4. **PARENT INPUT IN DECISION-MAKING:** In order to promote and elicit parent input in decision-making, Yu Ming Charter School will host and facilitate ELAC, Family Support Organization (FSO) Council, and Family Support Organization meetings during the school year with annual elections (for ELAC) to include EL and non-EL parents.

Parents can also serve on the governing board. During the school year ELAC, the FSO Council, Family Support Organization, and Equity Design Team will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs.

Enrollment Projections for Free/Reduced Lunch Preferences

Projected 2021-22 Free and Reduced Lunch (FRL) student percentage, modeled with 192 total number kinder slots (6 classrooms)

FRL Preference Scenarios	Total slots	Filled by Sibs/Emp/F F pref	Slots remaining after Sibs/EMP/FF	Slots potentially filled FRL pref	Number of FRL applicants in pool (assumes 50% offer acceptance)	Slots filled from remaining weighted lottery pool	FRL Sibs/Emp/F Fpref	Total FRL	Minimum FRL% of class (total above)
45%	192	32	160	86	81	74	10	96	50%
35%	192	32	160	67	81	93	10	77	40%
30%	192	32	160	58	81	102	10	68	35%
25%	192	32	160	48	81	112	10	58	30%
20%	192	32	160	38	81	122	10	48	25%



Thank you!



Board of Directors Retreat
September 15, 2019
AGENDA ITEM INFORMATION

Agenda Item	Strategic Plan Discussion - Sue Park, Cindy Liu
Time Allotted	15 Min
Background	Update and discussion on Strategic Plan
Summary	N/A
Type	Discussion
Key Questions	N/A



Yu Ming Charter School

5-Year Strategic Plan Highlights

September 5, 2019

Background and Overview

The Yu Ming Charter School Strategic Plan highlights the five strategic priorities and high level roadmap for Yu Ming Charter School for the next 5 years. The Yu Ming Board of Directors launched the strategic planning process in April 2018.

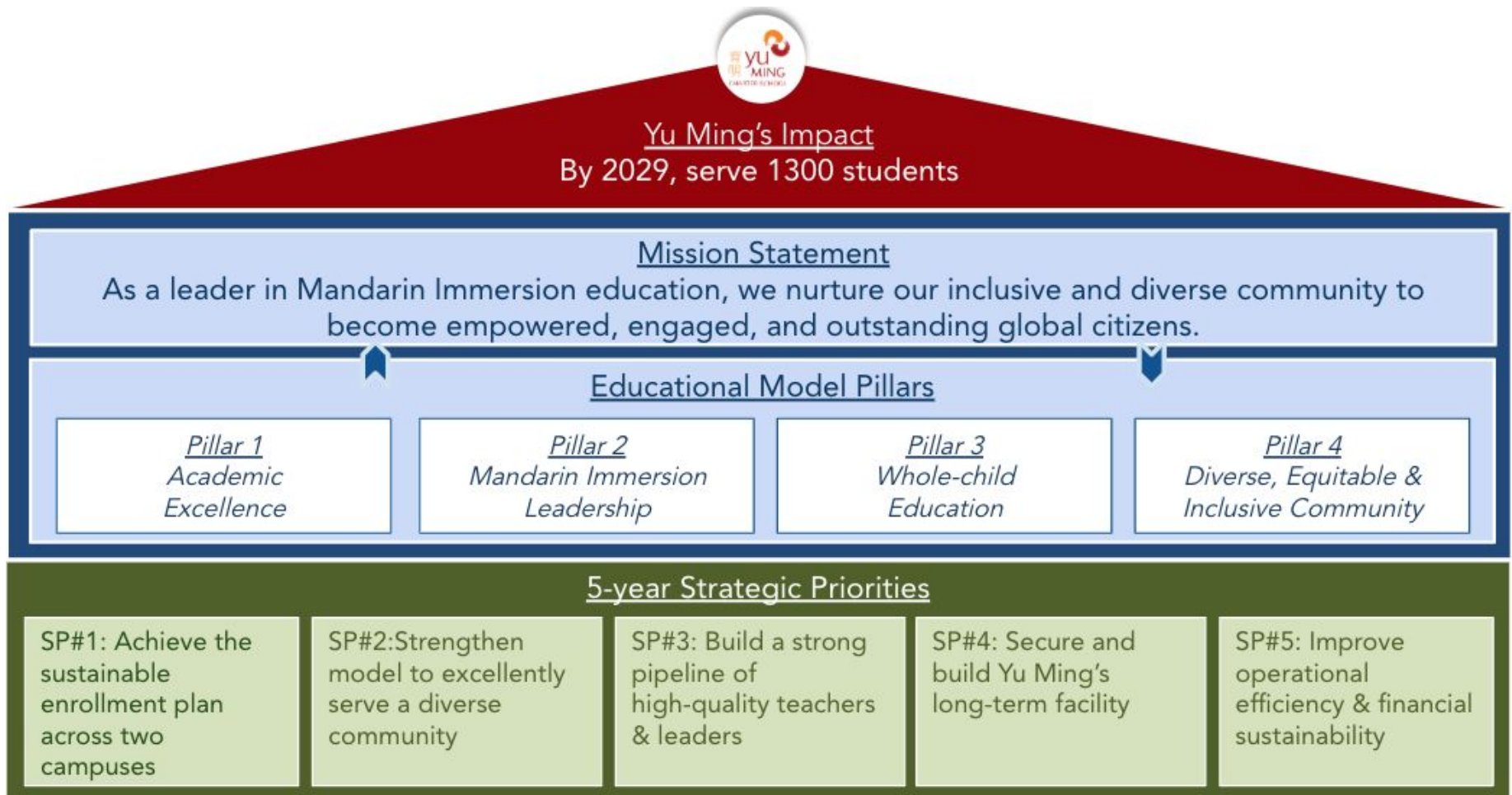
Together with Yu Ming leadership, staff, and families, the board has updated Yu Ming's mission statement, codified Yu Ming's school model, identified 5 strategic priorities, and defined Yu Ming's enrollment target long-term impact statement. The process included:

- 13 family engagement sessions
- 7 staff engagement sessions
- 6 in-depth board discussions

On June 20, 2019 the Yu Ming Board of Directors approved the 2019-2023 Strategic Plan.

Yu Ming Strategy House

The following strategy house integrates all key elements that define Yu Ming's identity and guides the 5-year strategy.



Yu Ming Education Model Pillars

Yu Ming Education Model Pillars codify the uniqueness of Yu Ming's school model. Please see below to know more about each pillar.

Pillar 1: Academic Excellence

- Achieve excellent academic outcomes overall and across student groups
- Systematically build transferable skills/content through personalized learning
- Engage students in deeper learning with real-world projects
- Align assessment systems to Graduate Profile

Pillar 2: Mandarin Immersion Leader

- Foster bilingual global citizens with high levels of proficiency in English and Mandarin Chinese
- Innovate and pilot high-quality Mandarin Immersion curriculum and instructional strategies
- Offer global exchange and service experiences

Pillar 3: Whole-child Education

- Implement relationship-based practices in a community of care and concern
- Focus on mind-sets and behaviors that support well-being and personal success
- Provide mentorship and advisories for personal goal-setting and growth
- Prepare global citizen scholars who impact the world

Pillar 4: Diverse, Equitable and Inclusive Community

- Nurture a diverse and inclusive community that values our collective humanity and is committed to equity
- Continue to increase the diversity of Yu Ming (including socioeconomic, racial/ethnic, cultural, and other identity-related diversity)
- Foster cultural competency

Yu Ming 5-year Strategic Priorities

Yu Ming 5-year Strategic Priorities help Yu Ming prioritize resources to achieve targeted organization impact for the next 5 years. Please see below for the details of each strategic priority

SP#1: Achieve the sustainable enrollment plan across two campuses

Yu Ming will implement the sustainable enrollment plan to increase the number of students served across two larger campuses to 1,300 by 2029

SP#2: Strengthen Yu Ming's model to excellently serve a diverse community

Yu Ming will codify and refine its education model to become even stronger, especially in serving an increasingly diverse student population

SP#3: Build a strong pipeline of high-quality teachers and leaders

Yu Ming will refine its talent strategies to better attract, hire, support and retain high-performing teachers, staff members and leaders

SP#4: Secure and build Yu Ming's long-term facility

Yu Ming will secure, build and fundraise for its long-term facility

SP#5: Improve operational efficiency & financial sustainability

Yu Ming will codify its operational practices and continue to ensure financial stewardship and sustainability

Priority 1 - Achieve Sustainable Enrollment Plan across two campuses



Goal 1

To commit to a long-term impact model by the end of the 2018-2019 school year



Goal 2

To implement the Sustainable Enrollment Plan to achieve long term impact of 1300 students served across 2 campuses

Priority 1 - Achieve Sustainable Enrollment Plan across two campuses

On June 20, 2019 the Yu Ming Board of Directors approved the Sustainable Enrollment Plan as Yu Ming's long-term impact model.

Sustainable Enrollment Plan Overview

The Sustainable Enrollment Plan enables Yu Ming to serve more students across two campuses and:

- Achieve student demographic diversity more representative of Alameda County as mandated by our Charter authorizer and our Yu Ming mission.
- Achieve sufficient enrollment to support program and operational costs.
- Attract and retain equity partnership, funders, and champions to develop a permanent facility for current Yu Ming students.
- Provide the same innovative and excellent academic school model across two campuses.
- Build upon Yu Ming's demonstrated and codified success.
- Share School-level capacity (i.e. school operations team) across two campuses.
- Extend Yu Ming's reach to a new neighborhood within Alameda County.

Priority 1 - Achieve Sustainable Enrollment Plan across two campuses

In order to achieve Goal 1 under Priority 1, the board has conducted extensive research, performed in-depth analysis and collected community input to reach the consensus on Sustainable Enrollment Plan.

Considerations around Sustainable Enrollment Plan

The board approved the Sustainable Enrollment Plan based on the following analysis:

- Relative high cost of delivering a high-quality specialized academic program requires greater scale
- The Sustainable Enrollment Plan enables Yu Ming to develop a permanent Yu Ming facility and maintain a healthy financial status
- Incremental growth to date will not achieve Yu Ming's mission of a "diverse community" nor ACOE's stated mandate that Yu Ming serve a student population more representative of the Alameda county as part of its charter renewal
- Yu Ming leadership believes it has a strong leadership structure and leader talent pipeline to support the Sustainable Enrollment Plan
- Yu Ming has a committed funder (e.g Charter Schools Growth Fund) and robust pipeline of funders (e.g. Silicon School Fund, Educate78) to support the Plan

Priority 2 - Strengthen model to excellently serve a diverse community



Goal 1

To codify Yu Ming's unique model



Goal 2

To refine middle school academic program and establish middle school identity



Goal 3

To strengthen our MTSS to develop academic and personal success for all



Goal 4

To further diversify student populations through targeted outreach and retention strategies

Priority 3 - Build a strong pipeline of high-performing teachers and leaders



Goal 1

To build a strong pipeline of qualified and well prepared teachers and leaders



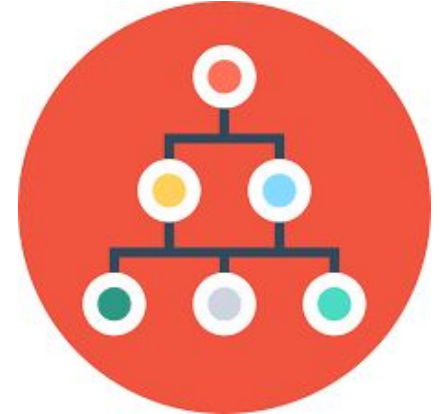
Goal 2

To retain high-performing teachers, staff members and leaders



Goal 3

To provide professional development opportunities and growth pathways for teachers and staff



Goal 4

To create a clear organizational structure that helps staff deliver consistent results

Priority 4 - Secure and build Yu Ming's long-term facility



Goal 1

To find a permanent location large enough to accommodate all students at our full enrollment



Goal 2

To sufficiently finance the facility project with a successful capital campaign



Goal 3

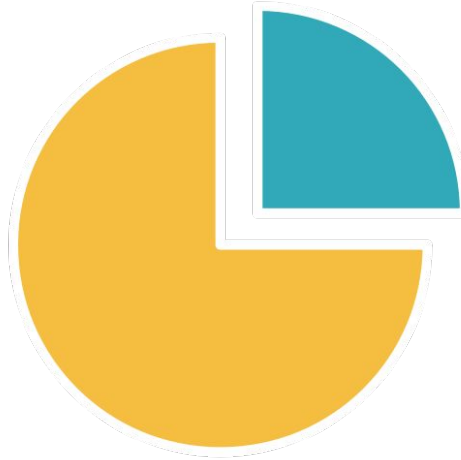
To open the 2022-2023 school year (Year 4) at the new facility site

Priority 5 - Improve operational efficiency and financial sustainability



Goal 1

To codify Yu Ming's operational practices



Goal 2

To improve the revenue structure by increasing ADA revenue and diversifying non-ADA revenue sources



Goal 3

To monitor selected financial indicators and achieve their performance targets



Board of Directors
September 15th, 2019
AGENDA ITEM INFORMATION

Agenda Item	Material Revision of Charter
Time Allotted	30 minutes
Background	Yu Ming is submitting to ACOE a material revision request to increase our free and reduced price lunch (FRL) categorical preference and serve more students across grades K-8.
Summary	<p>Yu Ming is currently approved to serve up to 600 students and was previously approved in Fall 2016 to create a FRL categorical preference in the enrollment lottery as a method for increasing student diversity. As a result, we have seen increasing rates of FRL eligibility among our students. Continuing our deep commitment to a diverse school community, we are now requesting a material revision to increase our FRL categorical preference from the current 20% up to 30% and serve up to 1,400 students across grades K-8 by 2029. The material revision will enable Yu Ming to serve more Alameda County families, particularly those from socioeconomically disadvantaged backgrounds, while remaining accessible to general population students. The request for a material revision will be submitted to ACOE on September 16, 2019.</p>
Type	Vote
Key Questions	
Attachments	Redlined charter petition document



September 16, 2019

L. Karen Monroe, Superintendent
Juwen Lam, Executive Director, Research, Assessment & Accountability Partnerships
Alameda County Office of Education
313 W. Winton Ave. Hayward, CA 94544-1136

Re: Charter Material Revision for Yu Ming Charter School

Dear Superintendent Monroe and Director Lam,

On behalf of the Board of Directors of Yu Ming Charter School, I respectfully submit a request for a material revision of the charter petition of Yu Ming Charter School.

At Yu Ming, we believe the diversity of our communities is a source of strength and key to our success in educating culturally empathetic global citizens. We believe that enabling greater access to Yu Ming's innovative Mandarin immersion program would further diversify our student population and better prepare our children for an increasingly interdependent world. As such, we wish to revise Yu Ming's enrollment to increase our free and reduced price lunch (FRL) categorical preference from the current 20% up to 30% and serve up to 1400 students across grades K-8 by 2029. The revision will enable Yu Ming to serve more Alameda County families and provide more access to our high-performing Mandarin immersion program, especially for families from socioeconomically disadvantaged backgrounds, while remaining accessible to general population students.

Yu Ming has long been committed to building a diverse and inclusive school community that emphasizes equity and cultural competence. During Yu Ming's charter renewal in 2015, we received constructive feedback from the Alameda County Board of Education to take active measures to further diversify Yu Ming's student population. Taking the Board's feedback to heart, we subsequently made intentional changes to our model and policies. In Fall 2016, ACOE approved our request for material revision to Yu Ming's charter that enabled transition to a one-way Mandarin immersion model and creation of a 20% categorical FRL lottery preference. As a result, Yu Ming has been able to enroll more students eligible for FRL: prior to this material revision in the 2016-17 school year, 9% of enrolled students were eligible for FRL; by 2018-19, that percentage has increased to 14.4%. In each of the grades that have benefited from our FRL preference—our current kindergarten, first, and second grades—25% of students in each grade qualify for FRL. While we are proud of the progress made thus far, we believe the material revision we are now requesting will enable us to serve more students from socioeconomically disadvantaged backgrounds and continue to offer seats to students who do not qualify for FRL or other categorical preferences.

Enabling access reinforces Yu Ming’s mission to nurture a diverse and inclusive community to become empowered, engaged, and outstanding global citizens. Demand for Yu Ming’s high-performing Mandarin immersion program is reflected in the long wait list of nearly 500 students. For the past two years, we have engaged with stakeholders to identify Yu Ming’s strategic priorities and outline actions for achieving greater impact. Following this process, the Board of Directors at Yu Ming has endorsed a long-term plan to increase the school’s ability to accept more students from socioeconomically disadvantaged backgrounds while maintaining educational excellence. Concurrently reserving up to 30% of lottery slots to FRL-eligible applicants *and* creating access to more seats will enable Yu Ming to serve a broader set of students. In the long run, we expect this material revision will help shift Yu Ming’s student demographics to more closely resemble the diverse communities within Alameda County. The leadership and Board of Directors at Yu Ming are actively planning for facilities, staffing, and funding needs associated with serving more students.

We have summarized the proposed revision to Yu Ming’s charter petition in the table below and enclosed the following attachments:

- Documentation of approval for this material revision from Yu Ming’s Board of Directors
- Board-approved budget reflecting the requested material revision
- Redlined charter petition

Item	Revision
II. Educational Philosophy and Program	Updated enrollment numbers. Updated information about English Language testing to align with current assessments.
VI. Student Enrollment, Admissions, Attendance, Suspension and Expulsion Policies	Updated enrollment numbers and projections. Added description of lottery procedures, per new legal requirement. Revised FRL categorical preference from 20% up to 30%.
VII. Reporting and Accountability	Updated description of facilities needs to accommodate updated enrollment numbers.
Legal Updates	Throughout the petition, minor changes were made to update the applicable laws since the Charter was last approved by the ACBOE in Fall 2015.

We appreciate your collaborative spirit and look forward to a public hearing and vote on our material revision by the Alameda County Board of Education on October 15, 2019. Please let me know if you have any questions or require additional information regarding this request.

Julie Mikuta
Chair, Board of Directors
Yu Ming Charter School



育明中英雙語學院

YU MING CHARTER SCHOOL

Charter Material Revision Petition Submitted September 16, 2019

Table of Contents

Affirmations/Declaration	5
I. Introduction.....	8
II. Educational Philosophy and Program.....	15
III. Measurable Pupil Outcomes And Methods To Measure Pupil Progress Toward Meeting Outcomes	37
IV. Governance Structure	45
V. Human Resources.....	52
VI. Student Enrollment, Admissions, Attendance, Suspension and Expulsion Policies.....	64
VII. Reporting and Accountability.....	88
VIII. Impact on Charter Authorizer	95
IX. Miscellaneous charter-Related Issues	96
X. Conclusion	97

Appendix Table of Contents

Appendix I: Introduction

Biographies of Leadership, including Administration, Board and Active Founders
California Assessment of Student Performance and Progress (CAASP) data, 2015
CA State Testing and Reporting (STAR) Data
Parent survey results, Spring 2015
Student survey results, Spring 2015
Staff survey results, Spring 2015
Western Association of Schools and Colleges (WASC) Letter
Western Association of Schools and Colleges (WASC) Reports
Criteria 4 Comparative schools analysis
Map of Yu Ming student addresses

Appendix II: Education Philosophy and Program

2015-2016 Academic Calendar for Kindergarten
2015-2016 Academic Calendar for Grades 1-5
2015-2016 Bell Schedule
2015-2016 Instructional Minutes Calculation for All Grades
List of Core Instructional Materials, 2015-2016
Mandarin Language Arts Scope and Sequence
Curriculum Maps, Grades Kindergarten to 5th grade
Description of Chinese Script Review Process and Rationale
2015-2016 Interim Assessment Calendar
Sample MLA formative assessments
2015-2016 Family Handbook
Behavior Management Process
EL Reclassification Letter
Letter from EDCOE SELPA
504 Policy and Administrative Regulations
Intervention Process and Forms

Appendix III: Measurable Pupil Outcomes

Local Control and Accountability Plan (LCAP), 2015-2016
Sample Report Card

Appendix IV: Governance

Articles of Incorporation
Bylaws
501c3 Exemption Letter
Conflict of Interest Policy
Board skills matrix
Board Statement of Agreement
Family Support Organization Overview, 2015-2016

Parent-Student-School 3-way Agreement
Comprehensive Complaint Policy, Procedures and Forms

Appendix V: Human Resources

Organization Chart
Professional Development Plan, 2015-2016
Teacher Support and Evaluation Process
Teacher Evaluation Rubric
Principal Evaluation Rubric
Team Member Handbook, 2015-2016
Comprehensive School Safety Plan, 2015-2016

Appendix VI: Student Enrollment, Admission, Attendance and Discipline

Student Outreach Plan, 2015
Sample outreach collateral
Policy Against Discrimination, Harassment, Intimidation and Bullying
Enrollment and Public Random Drawing Policy

Appendix VII: Reporting and Accountability

Historical financials (2011-2015)
Projected Income Statements and Cash Flow (2016-2020) – Scenario 1
Projected Income Statements and Cash Flow (2016-2020) – Scenario 3
Certification
Lease Agreement, 1086 Alcatraz Avenue
Lease Agreement, Herzog Avenue

Affirmations/Declaration

As the authorized lead petitioner, I, **Gloria Lee**, hereby certify that the information submitted in this petition for renewal of a California public countywide benefit charter school named Yu Ming Charter School (“YMCS” or the “Charter School”), submitted to the Alameda County Board of Education (“ACBOE”) and the Alameda County Office of Education (“ACOE”) (collectively, the “County”), located at several sites throughout Alameda County is true to the best of my knowledge and belief; I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605.6(d)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. [Ref. California Education Code Section 47605.6(b)(6)]
- The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605.6(e)(1)]
- The Charter School shall not charge tuition. [Ref. California Education Code Section 47605.6(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. California Education Code Section 47605.6(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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,

- including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
 - The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations Section 11967.5.1(f)(5)(C)]
 - The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. [Ref. California Education Code Section 47605.6(l)]
 - The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
 - The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
 - If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. California Education Code Section 47605.6(e)(3)]
 - The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]
 - The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
 - The Charter School shall comply with all applicable laws regarding legally permissible pupil fees and charges, and the constitutional "free schools" guarantee. [Ref. California Constitution, Article IX, Section 5; California Education Code Sections 49010-49013]

- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605.6(d)(2)]
- The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605.6(a)(1) and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
 - The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5, California Code of Regulations Section 11960]



September 30, 2015

Lead Petitioner's Signature

Date

I. Introduction

Yu Ming Charter School requests renewal of its charter as a countywide benefit public charter school operating in Alameda County to prepare students in grades kindergarten to eighth to be bilingual, bi-literate and engaged global citizens.

The Charter School's Vision & Mission

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

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

Administration and Leadership

The Charter School is led by a team of seasoned education professionals:

- *Sue Park, Principal:* Ms. Park has served in a number of senior leadership roles in education. Most recently, she was Senior Vice-President of Programs at Camino Nuevo Charter School in Los Angeles, a network of high performing charter schools serving more than 3200 Pre-K through 12th grade students in Los Angeles. She has also been a leader with Teach for America, and helped founded its affiliated international organization, Teach for All. She is fluent in Spanish and has experience as an educator and administrator in bi-lingual settings.
- *Jamila Dugan, Assistant Principal:* Ms. Dugan has worked as a teacher, coach, and facilitator of professional development. She is a native Oaklander and is currently a doctoral candidate studying leadership for educational equity at University of California, Berkeley.
- *Diana Kong, Director of Mandarin Curriculum & Instruction:* Ms. Kong has worked in Mandarin bilingual education for over 15 years. Prior to joining Yu Ming, she was Chinese Program Coordinator and Academic Director for International School of the Peninsula in Palo Alto.

The Charter School is also governed by an engaged and skilled Board of Directors:

- *Chairperson:* Rodrigo Prudencio, Director of Investments and New Business for GS Shop
- *Vice-Chair:* Diana Lee, Vice President of New Site Development and District & School Partnerships at Teach For America. Also Chair of Board Development Committee
- *Secretary:* Christine Henningsgaard, Vice President of Operations at One Medical Group. Also Chair of Compensation Committee.
- *Treasurer:* John Wharton, Vice President of Business Development, EXO U. Also Chair of Finance Committee.
- *Chair, Education Committee:* Eric Peterson, Director of Special Education for West Contra Costa Unified School District and National Board Certified Teacher
- *Chair, Facilities Committee:* Robert Donnelly, Vice President of Land Acquisition at TRI Pointe Homes

- *Director:* Phuoc Le, Assistant Clinical Professor of Medicine and Pediatrics at UCSF
- *Director:* Reichi Lee, Director of the Academic Development Program at Golden Gate University School of Law
- *Director:* Wai-Kiu Lee, Physician at Kaiser Permanente's Oakland Medical Center and Quality Lead for the East Bay Kaiser Permanente
- *Director:* Thompson Paine, Vice President for Operations and Business Development at Quizlet
- *Director:* Josh Stern, Principal, St. Paul's Episcopal School

In addition, several of the School's co-founders remain involved as advisors, to provide continuity of institutional knowledge and expertise as needed.

- David Cherry, Medical Director, Thunder Road
- Gloria Lee, Founder & CEO, Educate78
- Wynne Sade, Chief Marketing Officer, Qooco
- Matthew Sade, CEO, Lyrical Foods
- Chrissy Schwinn, Assistant Director, Global Marine Initiative at The Nature Conservancy

→ See Appendix I for Biographies of Leadership, Board and Volunteer Advisors.

Accomplishments of the First Term of the Charter, 2011 – 2016

The Charter School's first term has been characterized by strong student outcomes, a healthy staff and student culture, and financial stability.

Academic Performance

Yu Ming students have demonstrated strong academic performance on multiple dimensions:

- Math: In the 2014-2015 school year, the first year of official SBAC results, 65% exceeded standards in Math and 11% met standards in Math (97% of students were tested – a total of 96 3rd and 4th graders.) These results are similar to the School's first year of state testing and the last year of CA CST testing in 2012-2013, when 100% of students scored proficient or above: 45 percentage points above the state average. These results outperform the Measurable Pupil Outcomes included in the original charter petition
- English Language Arts: In the 2014-2015 school year, the first year of official SBAC results, 53% exceeded standards in English and 35% met standards in English. These results are similar to the School's first year of state testing and the last year of CA CST testing, when 78% of students scored proficient or above: 28 percentage points above the state average. In addition, on our school-designed writing assessment (aligned to the ELA CCSS), 96% met expectations in English.
- Mandarin Language Arts: On the portfolio assessment LinguaFolio, 83% of our grade K-2 students met expectations on Listening, Speaking, Reading and Writing. On the Standards-Based Measurement of Proficiency Test (STAMP), 83% of our grade 3-4 students met expectations on Listening, Speaking, Reading and Writing. On our school-designed Mandarin writing assignments in Mandarin (aligned with Yu Ming Mandarin Standards adapted from CCSS ELA standards), 87% of students met grade level expectations.

- Life Skills: According to final report card grades, an average of 95% of students across all grade levels met expectations on their “CARES” skills (from Responsive Classroom: Cooperation, Assertiveness, Responsibility, Empathy, Self-Control).

→ See Appendix I for School’s academic performance on CAASP and STAR.

School Culture & Climate

All stakeholder groups have expressed and demonstrated their satisfaction with the school.

- Student satisfaction: In Spring 2015, a student satisfaction survey showed that students felt positively about the school, with 85% scoring the school a 4 or 5 (out of 5) across all measures. In addition, Yu Ming’s Average Daily Attendance has averaged 97.6% since founding. Out-of-school suspensions have been very low (only 2 in 2014-2015).
- Staff satisfaction: Staff retention has been comparable to other Oakland-area schools, at an average of 84% for the past 3 years.
- Parent satisfaction: In an annual parent satisfaction survey administered in Spring 2015, the parent Net Promoter Score was 46, meeting our target of 45, and an increase from the prior year’s score of 36.¹ In addition, re-enrollment rates have been high - an average of 95% in the first charter term. Parents have also been extremely involved: 100% self-report working more than 30 volunteer hours during the year, contributing a total of nearly 10,000 hours in 2014-2015.

→ See Appendix I for Spring 2015 Stakeholder survey results.

Financial Health

The Charter School is financially healthy with strong future prospects for continued growth and stability.

- Enrollment: The School has been fully enrolled with a long waitlist since founding. In 2014-2015, 318 students applied for 60 open seats, and over the first charter term the waitlist averaged 89% of enrollment, demonstrating ongoing strong demand (and correspondingly, per-pupil revenues).
- Cash reserve ending balance: The School has maintained a healthy reserve since opening, with a (unaudited) net fund balance of \$584,960 as of June 30, 2015, or 20% of 2014-2015 expenditures.
- Audited financials: The School has received a clean audit every year since opening.
- WASC: The School has received candidacy status from the Accrediting Commission for Schools, Western Association of Schools and College.

→ See Appendix I for WASC Letter and Reports

¹ Net Promoter Score (NPS) is a widely used consumer satisfaction research question. Scores theoretically can range from -100 to +100; the most valuable consumer brands (such as Apple) score in the 60s. Employee NPS scores are typically lower than consumer scores. The School’s high targets reflect the School’s commitment to staff and parent satisfaction.

Charter Renewal Criteria

Yu Ming has exceeded the charter renewal standards of Education Code Section 47607(b), and should be granted a five-year charter renewal term pursuant to Charter Renewal Standards of Education Code Section 47607(a)(1) and 47607(b) and the California Code of Regulations, Title 5, Section 11966.5(b)(1).

During the most recent school year, 2014-2015, Yu Ming students outperformed Alameda County averages on both English Language Arts and Math, with 76% and 88% of students meeting or exceeding standards on the new SBAC: 24 percentage points and 44 percentage points higher for English and Math respectively. Yu Ming students also outperformed demographically similar elementary schools in Alameda County by 5 percentage points in ELA and 20 percentage points in Math, outperformed the 5 Oakland Unified School District elementary schools with the same or lower percentage of low-income students by 2 percentage points in ELA and 15 percentage points in Math, and outperformed the schools that students would most likely have attended, by 23 percentage points in ELA and 38 percentage points in Math. This demonstrates that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been attended, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (criteria 4).

→ See Appendix I for Criteria 4 Analysis of 2014-2015 SBAC scores

In addition, Yu Ming received an API score of 944 in the only year (2012-2013 school year) in which it received an API score (prior to California's suspension of its Academic Performance Index calculation). This far exceeded the statewide performance target of 800, the Oakland Unified School District API of 721, and the California State API of 790. Therefore, the School clearly meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing "the most recent API calculation" as allowed per Education Code Section 52052(e)(4)(A).

Furthermore, other Alameda County elementary schools with that API were given a 9 or 10 statewide ranking; although CA suspended the process of assigning rankings to school in 2013, Yu Ming's statewide ranking would most likely have been a 9 or 10 if the state had continued with its API ranking process.

Finally, an analysis of Student Subgroups² show that in the only available year of API scores, both significant student subgroups, Asian and Two or More Races, had API scores well above the statewide target, district average, county average and state average – 930 and 948, respectively. Yu

² Education Code Section 47607(a)(3) states: "The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as "a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052." EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal."

Ming Charter School's outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3).

2012-2014 API Scores				
Year	API Statewide Ranking	API Similar Schools Ranking	API Growth Scores	API Growth Target (Actual Growth)
2014-2015	State testing and API calculation suspended; no data reported			
2013-2014	10*	--	State testing and API calculation suspended; no data reported* ³	
2012-2013	N/A		944	B (B)
2011-2012	In 2012, the school served only kindergarten and 1 st grade students. No STAR tests were administered, and no API score was given.			
“B” means the school did not have a valid 2012 Base API and will not have any growth or target information. * inferred based on rankings of other schools with similar test scores <i>Source: CDE DataQuest, accessed August 5, 2015.</i>				

Intent of the Charter Schools Act

The Charter Schools Act of 1992 states that:

It is the intent of the Legislature...to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- Improve pupil learning.*
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- Encourage the use of different and innovative teaching methods.*
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*

³ *Note on 2013-14 and 2014-15 Testing Data: Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements: The most recent API calculation; an average of the three most recent annual API calculations; or alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups. The California Department of Education ("CDE") published the following chart, which summarizes available state level API data in order to analyze "the most recent API calculation," including data for charter schools subject to renewal in the 2015-16 school year and how such data shall be used in charter renewal determinations pursuant to Education Code Section 47607(b).

Year API Growth Assessment Data School Rankings

2015-16 School Year

No 2015 Growth API; use 2013 Growth API as most recent, 3-year average API (2011/2012/2013), or alternative measures

Use 2015 SBAC scores for math and ELA; can compare results with local schools

No 2014 rankings; use 2012 and 2013 rankings for 2 of last 3 years.

- g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

- California Education Code Section 47601

Yu Ming Charter School believes that the Charter School makes important contributions to the legislative intent described above, by providing an excellent bilingual educational environment for East Bay students and broadening pupil learning to include an additional language (Education Code Section 47601(a)), using immersion language strategies not widespread in this area (Education Code Section 47601(c)), and creating professional opportunities for teachers who wish to use or learn Mandarin Chinese (Education Code Section 47601(c) and (d)). The Charter School also provides an additional high quality public choice in an area where this option does not currently exist (Education Code Section 47601(d) and (e)).

The Charter Schools Act of 1992 provides that a petition must contain reasonably comprehensive descriptions of the elements described in California Education Code Section 47605.6(b)(5)(A)-(P). These subsections of law and the required descriptions are discussed below. This document is presented in the order and format suggested by the State Board of Education's recommended "Model Application."

Countywide Benefit

California Education Code provides the option for County Boards of Education to approve charter petitions:

In addition to the authority provided by Section 47605.5, a county board of education may also approve a petition for the operation of a charter school that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education. A county board of education may only approve a countywide charter if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.

- California Education Code Section 47605.6

Support for Countywide-Charter

Outreach to all students of the county

The Charter School is committed to a vision of serving students that reflect the diversity of the East Bay and actively works to enroll students that represent all racial, ethnic and socio-economic backgrounds in Alameda County. Pursuant to Education Code Section 47605(d), a charter granted by a school district must by law give a preference in admissions in the case of a public random drawing to the students residing in the granting district in the case the Charter School has more applicants than available capacity. As a result, a charter approved by a school district will eventually be comprised mainly by residents of the granting district. On the other hand, a countywide charter must, per Education Code Section 47605.6(e), provide preference to County residents as a whole. Accordingly, as a countywide charter, the Charter School will ensure an equal opportunity to all students of Alameda County, maximizing the likelihood of achieving its aspiration of a student population that reflects the diversity of Alameda County as a whole.

Expanded facility boundaries for future sites.

The Charter School's initial location is in northern Alameda County and attracts students from across Alameda County. The large applicant pool during the entire initial charter term is evidence of strong demand throughout Alameda County, sufficient to fully enroll multiple campuses. The Charter School shall consider opening a second site in another part of the County within the next five years, subject to County Board approval pursuant to Education Code Section 47605.6(a)(3), appropriate notification as required by that section, and availability of both a permanent facility for the current students and a suitable facility for a subsequent campus.

A charter authorized by only one school district would only allow for school sites within the boundaries of that district, thus requiring more than one charter.

One of the legislative intents in the Charter Schools Act is to “provide vigorous competition within the public school system to stimulate continual improvements in all public schools.” While an important goal, the law also requires the charter school to apply to its “competitor” for approval. Unfortunately, the result often is poor relations between charter schools and their granting agencies. Many successful charter schools cite a healthy relationship with a granting agency as one key to success. Yu Ming Charter School is proud to have established a strong and productive relationship with Alameda County Office of Education and will continue to collaborate with its authorizer and local school districts whenever possible.

Centralized supervisory oversight.

Because the Charter School attracts students from home districts across Alameda County, the Charter School's students would benefit from centralized supervisory oversight by the County Office of Education far greater than one school district whose primary concern and duties are to the students residing in that district only.

→ See Appendix I for map of current Yu Ming student addresses

By the statements above, the Petitioners have provided reasonable justification as to why a petition to a school district pursuant to Education Code Section 47605 could not establish this charter as effectively.

Renewal Petition

In accordance with California Charter School Law, Yu Ming Charter School petitions the Alameda County Board of Education to grant renewal of its K-8 countywide benefit charter for a five-year period from July 1, 2016 until June 30, 2021, and eligible for subsequent renewals.

II. Educational Philosophy and Program

Governing Law:

The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

- California Education Code Section 47605.6(b)(5)(A)(i)

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

- California Education Code Section 47605.6(b)(5)(A)(ii)

The Charter School’s Vision and Mission

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

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

Target Population – Whom the School is Attempting to Educate

As of the 2019-20 school year, the Charter School serves 4885 students in grades K-8, and eventually will serve up to 1,400 students in grades TK-8. The School enrolls a diverse student body, and aspires to serve students that represent all racial, ethnic and socio-economic backgrounds in Alameda County. In 2018-2019, the School’s student population include 7% English Learners and 14.4% low-income (i.e., eligible for Free/Reduced-price meals).

The Charter School’s governing Board and leadership are deeply committed to a vision of serving students that reflect the diversity of the East Bay. Since founding, the Charter School has proactively sought to attract students under-represented in its student population compared to Alameda County’s population. Outreach activities have included:

- targeted visits to neighborhood early childhood programs and preschools serving low-income, African American and Latino families;
- cultivating relationships with leaders of nearby Head Starts, preschools and early childhood centers, especially those serving a high proportion of low-income, African American and Latino families;

- disseminating information about the school in English, Spanish and Chinese in neighborhood gathering places such as community centers, barber shops, hair salons;
- weekend school tours with childcare; and
- personal calls by principal to families in target populations that were offered slots or high up on the wait list who were in our target populations.

The School is committed to continuing these activities and adding new strategies as needed to continue to diversify the applicant pool. In addition, the School is targeting a lower-income or mixed-income neighborhood for its permanent location, and believes that its outreach efforts, combined with the stability of a permanent location and the possibility of enrolling an additional section of incoming kindergarten, will shift the mix of students over time. The School has also initiated conversations with Head Start leaders about the possibility of adding Mandarin language in some of its programs to provide a more diverse population of “feeder” preschools. On an annual basis, the Board will set goals and monitor progress in diversifying the incoming student applicant pool.

Education Philosophy / How Learning Best Occurs

Through early and sustained immersion in Mandarin, the Charter School’s students will achieve high academic attainment, become highly proficient in two languages and develop sensitivity to other cultures. Foreign language immersion is a proven educational methodology in which the school curriculum is taught through the medium of a foreign language,⁴ stimulating the development of critical thinking skills, problem solving skills⁵ and cognitive development overall.⁶ Research also indicates that students can simultaneously master a rigorous academic curriculum using the target language as a means of delivering content as well as mastering their native language.⁷

The Charter School’s immersion model, configuration, use of time, teaching strategies, curriculum materials, technology, assessments, and support systems are aligned towards these same goals.⁸

⁴ Center for Applied Linguistics http://www.cal.org/twi/bib/bib_all.pdf

⁵ 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>

Weise, E.. (2014). *A Parent’s Guide to Mandarin Immersion*. San Francisco, CA: Chenery Street Press.

⁶ Lindholm-Leary, K. (2011). Student outcomes in Chinese two-way immersion programs: Language proficiency, academic achievement, and student attitudes. In D. J. Tedick, D. Christian & T. W. Fortune (Eds.), *Immersion education: Practices, policies, possibilities* (pp. 81-103). Bristol, UK: Multilingual Matters.

⁷ “The Bilingual Advantage,” *New York Times*, May 30, 2011.

⁸ Christian, D., “Dual language education” in *Handbook of Research in Second Language Teaching and Learning, Volume II*, ed. E. Hinkel (New York: Routledge, 2011),

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.

⁸ While all of the elements described below are expected to be in place consistently throughout the Charter School, some elements may be less fully implemented at certain times as the focus of the School shifts depending on the needs of students and capacity of School staff.

Mandarin Immersion Model

The Charter School's program is rooted in a one-way dual language immersion model in which two languages are used for instruction (i.e. in this case, English and Mandarin), with at least 50% of instruction in the second language.

The proportion of instruction in Mandarin and English shifts gradually over the course of a student's progression through the Charter School. At Yu Ming, in kindergarten, first and second grade students spend 90% of their time exclusively immersed in Mandarin Chinese, 10% of the content is delivered in English. All subjects other than English, including math, science, social studies, and special subjects such as art and music, are taught in Mandarin. The immersion early language acquisition strategy is critical because Mandarin Chinese is a tonal language with a logographic writing system,⁹ not based on the Latin alphabet, so it is important to start learning it at a young age when children are developmentally attuned to distinguishing tonal and visual variations. A 90/10 immersion model provides more contact hours for English-speaking students to achieve proficiency.¹⁰ Full immersion is critical because it takes a native English speaker at least twice as long to develop proficiency in Mandarin as compared to learning a cognate language such as Spanish or French. Starting in 3rd grade, the percentage of instructional time in Mandarin and English shifts to 70/30, and in 5th grade the mix is 50/50. In middle school (grades 6-8), students' percentage of time spent on Mandarin will vary based on individual need and elective course offerings, from a minimum of 30%, up to 50%. Subjects taught in Mandarin are taught by teachers with native or near-native proficiency in Mandarin. Subjects taught in English are taught by teachers with native English proficiency. In grades 3 and above, some subjects are taught in both languages through coordination between teachers who are teaching different aspects of the same topic, in each language.¹¹

⁹ In tonal languages, the tone of a word is a high-low pitch pattern permanently associated with it. A change of tone alters the word's meaning. In logographic languages, a single grapheme (an atomic unit in the written language) can represent a word, a morpheme (a meaningful unit of language). Multiple graphemes together in different combinations also represent words.

¹⁰ This model was chosen to maximize language application early fully, utilizing the Mandarin speakers to support Chinese acquisition in non-Mandarin speakers, and vice versa.

¹¹ Percentage of time spent in each language at any particular grade or subject area may shift over time, depending on the latest findings in language immersion research and the school's experience and program needs.

Small School Size

The Charter School is a site-based program that is small enough to be a community in which each student is known personally. Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning.¹²

K-8 Grade Configuration

Studies have shown that students in grades 6-8 that attend K-8 schools experience social-emotional and other potential benefits compared to their same grade peers in separate middle schools.¹³

Class sizes

The Charter School's goal is a 26:1 student: teacher ratio in kindergarten through eighth grades, though actual class size ratios may vary. Teaching assistants, language specialists, and technology tools are also used to provide differentiated and personalized instruction.

Use of Time

The Charter School is structured to support high student achievement by creating many personalized learning opportunities with more time in the school day and school year for learning.

Longer school day

Students learn more when they are given more academic learning time each day.¹⁴ With more time, teachers can delve into topics more deeply and cover more content. The Charter School's regular day is approximately six hours and 45 minutes – from 8:15 am – 3:00 pm. This is about 30 minutes more instruction each day than students in many traditional public schools receive. Kindergarten students also attend the full day. In addition, when funding is available, the Charter School provides after-school homework help and academic tutoring in both languages. An after-school program with enrichment activities in both languages is also available on a sliding scale fee basis.

Longer school year

The Charter School provides at least 185 regular days of instruction, 5 days more than traditional public schools provide, and ten more than the legal minimum applicable for charter schools. In addition, the School plans to offer up to 10 additional days of additional summer programming, when facilities, funding and staffing are available. Research is clear

12

13 Gordon, M, et. al "Review of Literature on Grade Configuration and School Transitions." March 2011. <http://goo.gl/mDzo2e>
Byrnes, V. and A. Ruby (2007). "Comparing Achievement between K-8 and Middle Schools: A Large-Scale Empirical Study." *American Journal of Education*, 114(1): 101-135.
Weiss, C. C. and L. Kipnes (2006). "Reexamining Middle School Effects: A Comparison of Middle Grades Students in Middle Schools and K-8 schools. *American Journal of Education*, 112(2): 239-272.

14 Farbman, D. & Kaplan, C. (2005). *Time for a change: The promise of extended-time schools for promoting student achievement*. Boston, MA: Massachusetts 2020. [www.mass2020.org/files/file/Time-for-a-change\(1\).pdf](http://www.mass2020.org/files/file/Time-for-a-change(1).pdf).
Gabrieli, C. (2008). *Time to learn: How a new school schedule is making smarter kids, happier parents, and safer neighborhoods*. San Francisco, CA: Jossey-Bass.
Silva, E. (2007). *On the clock: Rethinking the ways schools use time*. Washington DC: Education Sector.

that more academic instructional time enhances learning and reduces the opportunities to “forget” what has been learned. Students in Asia attend school many more days per year than U.S. students: 243 days in Japan and 220 days in South Korea; in China, students typically attend academic programs during any breaks in the school year.

→ See Appendix II for the 2015-16 school year calendar, bell schedule, and instructional minutes calculation

The Charter School has a target of 97% attendance, and has achieved that target every year since founding. The School uses a variety of strategies to maximize attendance, including:

- Clearly highlighting the longer school year and longer school day in all student recruiting and enrollment materials;
- Including a commitment to support the student’s full attendance in the Teacher-Parent-Student Compact, which all parties sign at the start of each school year;
- Reiterating attendance expectations prior to scheduled school holidays;
- Proactively working with families as soon as students demonstrate a pattern of tardiness or absenteeism;
- Providing occasional weekend opportunities to make up missed days

Independent Study

Although Yu Ming is designed as a classroom-based charter school, the school offers Independent Study under the supervision of a designated certificated teacher for already-enrolled students who are unable to attend school for an extended period (for example, due to a hospital stay). In this situation, the parent or guardian would request to have the student participate in an Independent Study, and sign a written Independent Study Master Agreement as part of a student and parent conference with the certificated employee who will administer the Independent Study.

Teaching Strategies

Immersion practitioners believe that the high achievement of students in immersion programs is due in part to the teaching strategies used by immersion educators, proven through research and best practices:

- Explicit Instruction: The teacher presents the lesson and students demonstrate their new skills or knowledge individually or chorally.¹⁵ Because at least half of the Charter School’s students are learning in a language that is not their native language, direct instruction is an important strategy for ensuring that new vocabulary and curriculum content is learned.
- Guided and Independent Practice: Students are given multiple structured opportunities to practice newly and previously learned skills and knowledge. Practice opportunities are concentrated immediately after explicit instruction, and also distributed over the weeks and months following introduction of new skills. Practice increases students’ retention

¹⁵ Adams, G.L., & Engelmann, S. (1996). Research on Direct Instruction. Seattle, WA: Educational Achievement Systems.

Genesee, F. (2004). What do we know about bilingual education for majority language students. In T.K. Bhatia & W. Ritchie (Eds.), *Handbook of Bilingualism and Multiculturalism*(pp.. 547-576). Malden, MA: Blackwell

of the newly learned material. Independent practice may also be differentiated to support students in the areas where they most need additional practice.

- Small group instruction: Teachers work with small groups, pre-teaching or re-teaching specific standards. Groups shift continually, depending on students' level; this creates opportunities to directly address the individual skill levels of mastery for our diverse student population.
- Inquiry & Problem-Solving: Students are presented with a problem or question, around which they formulate and test theories to work towards a solution. Hands-on activities encourage student-to-student interaction in both languages, and provide an opportunity to apply their language skills.
- Technology: Technology supports student learning of academic standards and enables them to demonstrate what they have learned in both languages. Learning software and applications are used to provide adaptive instruction, practice and assessment in a way that is differentiated for each child. Computers and tablets are also used as a tool for research, communication, and production. Learning software and applications will be used to provide adaptive instruction, practice and assessment in a way that is differentiated for each child. The Charter School is applying for Summit Basecamp's Cohort 2, and hopes to use Summit Public Schools' Personalized Learning Platform (PLP) to deliver customized learning experiences and content for its middle school students.
- Specialized Language acquisition strategies: Teachers use a variety of techniques to assist with language acquisition. For example, they may use body language and facial gestures. They build on background knowledge, using it along with context to convey meaning. They may initially use language with more simplified syntax, speak more slowly, emphasize key vocabulary, and both extend and expand students' limited utterances. As students progress in their language development, teachers expand the ways in which they make themselves understood, using paraphrase, exemplification, and literacy as tools for building language. Most importantly, students gain proficiency by using the language to interact with the teacher and classmates on topics important to the life of the classroom, a key concept in Steven Krashen's language acquisition theory that "Acquisition requires meaningful interaction in the target language - natural communication..."¹⁶ In addition, both Mandarin and English teachers use a variety strategies from Specially Designed Academic Instruction in English ("SDAIE"):
 - realia (concrete objects and materials)
 - manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps)
 - visuals (study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and documents)
 - graphic organizers (matrices, Venn diagrams and webs)
 - concrete experiences, including planned opportunities for interaction between all individuals in the classrooms (creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience)

¹⁶ Krashen, Stephen D. Principles and Practice in Second Language Acquisition. Prentice-Hall International, 1987.

Personalized, mastery-based middle grades program

The School's education design for the middle grades will build on the foundation of the K-5 program, and add significantly more personalization and mastery-based learning. This design takes advantages of the school's smaller size. Specifically, the middle grades program will feature:

- Competency-Based Progression: For some subjects, students will be able to advance to new content as they demonstrate mastery through on-demand assessments, rather than being tied to the pace of an entire class. The School will use adaptive software and applications in English and Mandarin, as well as a learning management system to track and provide these opportunities, especially in developing foundational skills and knowledge.
- Personal Learning Paths: Students will articulate their own aspirations, explore their interests and passions, understand the learning modalities that work best for them, set their own goals and create the experiences they need to achieve their goals. Teachers will act as mentors to students, supporting individual students to develop personal agency and increasingly manage their own learning. The School will use a learning management platform to track mastery and gaps and provide timely and actionable feedback to students, families and staff. The School will also provide access to a variety of electives using online resources such as Middlebury Interactive Languages and Chinese language Massive Open Online Courses (MOOCs) for more specialized content areas.

Curriculum Standards and Materials

The Charter School offers a curriculum which is aligned with Common Core State Standards¹⁷ for English Language Arts and Math, the Next Generation Science Standards for Science, and the California State Standards for Social Science. In addition, the Charter School has created rigorous Mandarin Language Arts Standards that are inspired by the English Language Arts Common Core State Standards. The Charter School's curriculum is articulated as a K-8 system, and includes other subjects essential to a healthy and well-rounded life (e.g. visual arts, music, health and nutrition, and physical education). For subjects and grades taught in English, the Charter School uses texts and materials adopted in the State of California¹⁸. For subjects and grades taught in Mandarin, the Charter School adapts and translates Common Core aligned materials and aligns grade-appropriate and linguistically accessible Mandarin Chinese teaching materials. The School also reviews and pilots new curriculum resources as needed. The Charter School continually seeks to collaborate with other Mandarin Immersion programs and networks to share and source curriculum materials (e.g. San Francisco Unified School District, Chinese American International School, Mandarin Institute, the Asia Society.) The Charter School also works with the ministries of education of Chinese-speaking countries to access additional Mandarin Chinese Language Arts materials.

- Mandarin Chinese Language Arts: In addition to language immersion, students need formal instruction in both target languages to achieve native-like fluency and grammar.¹⁹

¹⁷

¹⁸ Based on new research, changes in California adopted text lists, and other factors, the School will annually re-evaluate its adopted curriculum materials.

¹⁹ See references Harley, 1984, 1996; Lyster, 1987; Swain, 1985; Swain & Lapkin, 1986 in Lindholm-Leary, K.J., Ph.D, *Review of Research and Best Practices on Effective Features of Dual Language Education Programs*, March 2005.

The Charter School currently uses materials from multiple sources, including Flying with Chinese, Better Chinese, MeiZhou Chinese, Mandarin Matrix, and others. The School also regularly evaluates and pilots potential new curriculum resources (both core and supplemental) as they become available. (In 2015-2016, the School is piloting and comparing three potential core curricula: 21st Century, Better Immersion, and Mei Zhou Hua Yu).

- English Language Arts: To help students develop strong literacy skills in English, including both phonemic awareness and reading comprehension strategies, the Charter School uses a phonics-based program supplemented with Guided Reading strategies aligned with the Common Core State Standards. Reading instructional materials include Houghton Mifflin Reading, Reading A-Z, and Words Their Way. The Charter School also uses the Great Books program and other sources of literature. Lucy Calkins's Writer's Workshop and Regie Routman's work from Writing Essentials form the basis of the writing curriculum utilized for teaching the Common Core State Standards for writing in English.
- Mathematics: The math program is based on the Common Core State Standards for mathematics. The Charter School uses Singapore Math curriculum materials, supplemented with Math Pathways and Pitfalls developed by WestEd, Math Trailblazers, and other materials in Chinese. The Charter School will regularly evaluate potential new Common Core aligned curriculum resources as needed.
- Science: Students use the scientific method (generating hypotheses and designing experiments to test the hypotheses), apply the scientific method to everyday life, and consider how to use scientific principles to live in a more environmentally sustainable way. The Charter School uses the Science A-Z, materials from Stephanie Science, and Full Option Science System (FOSS), which is aligned with the Next Generation Science Standards. FOSS was developed with a National Science Foundation grant at the Lawrence Hall of Science, University of California at Berkeley.
- Social Studies: The social studies content is integrated into Mandarin Chinese and English language arts. The Charter School uses materials from San Francisco Unified School District's Mandarin immersion schools to teach Social Studies in Chinese.
- Chinese culture: Developing an understanding of the Chinese cultural context is intertwined with understanding the Chinese language. For example, Chinese proverbs and poetry are used for both Mandarin Chinese language development and learning about Chinese culture.
- Visual and performing arts: Appreciation of and participation in the arts are essential to each student's development. Art and music inspire students, help ideas come to life by using multiple intelligences, and ensure cultural literacy. Students receive instruction in art and music, including both Western and Eastern modes of expression, formats, and examples. Additional opportunities also are provided through partnerships with community arts organizations.
- Physical education: Students are expected to develop their physical abilities and fitness. They learn these skills and habits through Physical Education class. The Charter School will administer the state-mandated physical fitness tests with its first class of fifth graders in the 2015-16 school year.

- Health: Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, physical education class, collaborations with local health agencies, and thematic units. Health instruction follows the California Health Framework. Data from the California Healthy Kids survey informs additional needed interventions.
- Technology: Students develop proficiency using personal computers and other digital devices through regular use of commonly used productivity applications (e.g. search, word processing, spreadsheets, presentations) as well as education technology software and applications. Students learn to keyboard in both languages. The Charter School integrates technology skill development in core academic classes and as part of interdisciplinary projects. The School may also offer a coding class as a special subject or as an elective class in grades 6 to 8.
- Life Skills: To be successful in the real world, students need more than academic skills and knowledge. Teachers explicitly guide students in learning how to use these life skills every day through the explicit teaching of Responsive Classroom's CARES framework. CARES stands for Cooperation, Assertion, Responsibility, Empathy, and Self Control. In the middle grades, life skills instruction will be augmented to include the school's core values: ethical, persevering, compassionate and wise. In addition, the Charter School uses School Wide Positive Behavior Interventions and Supports (PBIS) and Second Step curriculum. The Charter School reinforces appropriate behavior through norms, direct instruction, incentives, and other classroom management practices.

→ See Appendix II for List of Instructional Materials & English Language Arts

Approach

Because students are learning some content standards through a new language, curriculum adaptations (of both instructional strategies and resources) are used to make it linguistically accessible without diluting or lowering standards. While some curriculum materials may be available that are already appropriate to student needs, other materials require that adaptations be done by the classroom teachers with the assistance of external consultants as needed. In this curriculum adaptation process which is typical for immersion classrooms, the teacher:

1. Consults the curriculum guide to identify unit goals and objectives, listing key concepts related to unit goals and objectives and identifies how mastery will be measured.
2. Identifies language (e.g., structures, expressions, key vocabulary) required for curriculum learning.
3. Lists instructional experiences that will help students attain learning objectives and how materials will support those experiences.
4. Rewrites text to make it comprehensible by:
 - Using simpler structures and shorter sentences.
 - Emphasizing key terms through boldface or highlighting.
 - Finding or creating pictures, diagrams, charts, and graphic organizers to assist students to make meaning of key terminology

- Identifying other elements that will assist students to comprehend key terminology or phrases comprehensible with multiple examples, paraphrases, re-statements of key ideas, synonyms, antonyms and definitions.

The Charter School's Principal is responsible for ensuring that the curricula, in both languages and at all grades, support students and teachers in achieving the school's goals. The Charter School's staff reviews the efficacy of the curriculum regularly. The Principal, in collaboration with the Mandarin Curriculum Director, Head of English and teachers and in consultation with the Board's Education Committee, leads the process of selecting, adapting, and developing curriculum materials.

Criteria for curricula section include (but are not limited to):

- suitability for use in a dual immersion Mandarin-English environment;
- alignment with the School's language fluency goals overall and at each grade level;
- alignment with the Common Core State Standards, the Next Generation Science Standards, and/or the School's Common Core inspired Mandarin Language Arts standards;
- integration of valid and reliable assessments (both formative and summative);
- cultural competency and cultural relevance for diverse students in Alameda County;
- availability of high quality professional development;
- compatibility with the variety of teaching strategies used in the School; and
- affordability (including both one-time and annual costs).

The selection process for new materials includes review of teacher guides and student materials (both digital and print), consultation with subject matter experts, reference checks with other language immersion schools and programs, review of research (if available), and piloting in the School.

→ Please see Appendix II for Mandarin Language Arts Scope & Sequence and Curriculum Maps

Traditional and Simplified Scripts

All languages evolve over time. New words are invented to describe new concepts (e.g. the internet), colloquialisms and figurative language are used in new ways (e.g. cool can mean “not quite cold” or it might mean “trendy and stylish.”) In some cases, the differences can be stark to the point of confusing a fluent reader or speaker (as any novice reader of Shakespeare or parent to a teenager can attest). In general, adults fluent in the language are able to learn and adapt to these changes.

Chinese is no exception. One important way in which the Chinese language has changed in modern times was the introduction of “simplified” characters, beginning in the 1950s.²⁰

²⁰ The Chinese language includes roughly 45,000 characters. Approximately 2,350 of the more commonly used characters have been simplified, and of those, approximately 500 are remarkably different.

Simplified characters were created by decreasing the number of strokes in a traditional character, in a deliberate attempt by the Chinese government to increase literacy rates across the country.

Ever since that introduction, the Chinese language education community has engaged in a vigorous debate about whether and when to teach children traditional (or “complex”) characters and simplified characters. This debate has often been driven by nationalism, since complex characters are primarily used in Taiwan and Hong Kong, and simplified characters are primarily used in the People’s Republic of China, Malaysia, and Singapore. Research asserting the benefits of teaching one script over the other is contradictory and inconclusive. Debates between experts and laypeople alike are typically peppered with personal experiences and anecdotes, illustrating the wide range of pathways for learning both. Mandarin language programs and schools across the world have tried a variety of approaches successfully, and individuals who have mastered one script are able to learn the other. Two of the established national U.S. organizations promoting Chinese learning in schools, the Asia Society and the Mandarin Institute, do not take a position regarding what script is more educationally advantageous to learn. The Mandarin Institute does recommend that students develop proficiency in one script before learning the other.²¹

The School undertook an extensive process to determine an approach to scripts that would maximize the likelihood of achieving our school’s goals for Mandarin fluency and literacy for all of our diverse students.

The School will use a single script for instruction in all grades; that single script will be simplified. Core textbooks, supplemental texts, classroom instruction in all subjects, in-class work, homework assignments, and assessments will use simplified. Summative assessments that measure progress towards the school’s long term goals will be in simplified script only.

The School will provide students with some limited exposure to traditional script, because traditional script can support students’ understanding of Chinese culture, history and literature, and because some members of our school community have a deep cultural connection to traditional script. For example, a teacher may show the etymology of a core character from pictograph to traditional to simplified. Because they have developed a strong Chinese language foundation in simplified script, the School’s alumni will be able to readily learn the traditional script.

➔ See Appendix II for Description of Chinese Script Review Process and Rationale

Assessment

Assessment allows the Charter School to observe individual student progress, determine the efficacy of individual teachers, and evaluate the success of the program as a whole. Because no single assessment provides sufficient information on students’ learning in all areas, the Charter School uses multiple assessments, both formative and summative, throughout the school year.

²¹ More information on the recommendations of these two organizations that promote Chinese language and cultural education in schools can be found at asiasociety.org and mandarininstitute.org

Charter School's use of a variety of assessments reflects best practice and ensures that teachers, parents and students continually have current and accurate information about students' level mastery and areas in which they might be struggling. Teachers regularly use that data to adapt the program to each student's needs. In immersion classrooms, multiple measures are particularly important since it may sometimes be necessary to disaggregate content performance from linguistic performance. For example, some students may comprehend the concept of re-grouping in mathematics but be unable to explain how they arrived at their answer in Mandarin. Determining whether students understand the concept and can use their knowledge in performance may need to be separated from student's ability to verbalize their knowledge. On the other hand, it is also important for students to be able to demonstrate through oral or written language what they have learned; therefore, requiring students to use Mandarin to explain their thinking is also appropriate. Teachers develop, select and use different assessments depending on the lesson or unit goal, children's developmental characteristics, availability of resources, and planned use of the data. Teachers use a combination of the following assessments:

- *school-designed benchmark assessments*: 3 cumulative standards-aligned assessments given periodically during the school year in core subjects;
- *day-to-day teacher-designed and/or curriculum-embedded assessments*: quizzes, unit tests, homework;
- *qualitative observations of the process of learning*: teachers' anecdotal notes, student reflection log, observation of student participation in class; and
- *final products*: scored published writing, final class projects (individual or group). The Charter School gives writing assessments at all grade levels in various genres, with aligned Mandarin and English rubrics. The Charter School will also create capstone projects for middle school to capture and highlight students' interdisciplinary learning from the school year.

Mandarin language proficiency is assessed using the following research-based and widely-used assessments:

- K- Grade 2: *LinguaFolio*, developed by members of the National Council of State Supervisors for Languages (NCSSFL), is a proficiency-based assessment tool designed to document individual student performance and align a language program with internationally accepted criteria.
- Grades 3-8: *Standards-based Measurement of Proficiency (STAMP)*, by Avant Assessment. STAMP is an entirely Web-based assessment, statistically validated on over 30,000 students by the Center for Applied Second Language Studies (CASLS) at the University of Oregon. The realia-based STAMP test measures interpretational and presentational modes including reading, writing and speaking proficiencies. STAMP benchmarks are standards-based."²²

Students are also assessed through state-mandated tests (e.g., California Assessment of Student Performance and Progress (CAASPP) assessment system) in English, Math and Science.

²² For more information on STAMP, see <http://onlinells.com/stampplace.php> ⁶³ For more information on HEC, <http://www.collaborative.org/>

→ See Appendix II for 2015-2016 Interim Assessment Calendar and sample formative assessments

School Culture

The Charter School's culture reflects the school's mission, and both eastern and western values. The physical school space includes bilingual English/Mandarin Chinese signs in common areas and is decorated with objects reflecting Chinese culture. Classrooms are richly decorated with materials reflecting the language(s) of instruction used in that classroom.

The School uses Responsive Classroom's CARES framework for social skills:

合作	Cooperation
自信	Assertion
负责	Responsibility
友爱	Empathy
自制	Self-control

In addition, the School emphasizes the following core values:

德	Ethical: having a strong moral character
勤	Resilient: having the ability to persevere diligently and continue to strive even when faced with challenges
仁	Compassionate: able to consider others' viewpoints in an open-minded way, appreciate cultural differences, and work well with others
智	Wise: intellectually curious and able to think critically and solve problems in a creative way

Students are engaged in educational activities that develop the CARES traits and School values. The Charter School's Student Code of Conduct emphasizes behavior that reflects these values, and families are asked to read and sign a copy of the Family Handbook, which includes the Code of Conduct. A school-wide behavior management plan based on PBIS includes appropriate consequences and positive incentives, at the classroom level and school-wide. All members of the Charter School community, including staff, parents, and students, work together to develop a culture based on these values.

→ See Appendix II for Family Handbook and Behavior Management Process

In addition, the Charter School incorporates specific strategies to promote a deeper understanding of the Chinese cultural context and belief system. This includes explicit instruction in Chinese practices (e.g. why one might use the formal version of the pronoun "you") and critical influences on the Chinese culture (e.g. Confucius). Students may role-play, memorize Chinese poetry, or recite traditional proverbs during Charter School assemblies. They also learn about traditional Chinese food, holidays, and activities.

Students wear uniforms 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.

The Charter School has established a partnership with the Taipei Economic and Cultural Office in San Francisco (TECO) with support from Taiwan's Ministry of Education to host interns that are recent graduates of Taiwanese universities to participate in a cultural and teaching exchange. These interns live with Charter School families and work with our students in the classroom. The Charter School's teachers also have established "sister" classrooms in China or Taiwan so that students can experience real-life interactions with peers there. Students write letters, send email, exchange artwork, and even participate in web conferences (e.g. through Skype). For older students, this relationship may culminate in a trip to each other's country.

What it Means to be an Educated Person in the 21st Century

The fundamental characteristic of the new millennium is ever-accelerating change. Information is multiplying as quickly as it is becoming obsolete; ideas are continually revisited, retested and revised. At the same time, the world is becoming increasingly interdependent. To be an Educated Person and Global Citizen in the 21st Century, our students need to have a foundation of knowledge and skills, ability to analyze information critically, ask good questions, develop new ideas, and express themselves thoughtfully in more than one language. Students must also have habits of mind that include diligence, intellectual curiosity, cross-cultural awareness and competency, moral reasoning, and a respect for family, community and scholarship. Students with these traits and habits will become empowered citizens in their neighborhoods and beyond.

The Charter School's graduates will be able to collect information in a variety of forms, including: novels, art pieces, statistical data sets, newspaper reports, historical accounts, web pages, and scientific articles. They will be self-motivated, competent, and lifelong learners. They will be able to use the information they gather to think systematically and critically, create new knowledge, and apply their thinking to real world problems. And, they will be able to express themselves effectively in a variety of forms, such as essays, paintings, poems, oral presentations, mathematical arguments, and scientific rebuttals.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Section III (Measurable Pupil Outcomes) for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605.6(b)(5)(A)(ii).

Support Systems for All Students

The key elements of our education program are designed to meet the needs of all students. In addition, the Charter School is committed to providing a variety of systems to ensure that each individual student receives the support s/he needs to be successful.

Support for Under-Performing Students

The Charter School has high expectations for all students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Students who perform below the Charter School-determined acceptable level receive a mix of intervention services. These services include in-class individual and small group tutoring by classroom teachers, teacher aides or intervention specialists, before, during, or after school, as well as before- or after-school tutoring by non-classroom educators one-on-one or in small groups. Students targeted for additional intervention include, but are not limited to, students who meet the following criteria:

<u>Assessment</u>	<u>Criteria For Additional Intervention</u>
SBAC – ELA or Math	Standard Nearly Met or Not Met
Mandarin language assessment	Not at grade level
Parent Recommendation	Any
Teacher Recommendation	Any

Support for High-Achieving Students

The Charter School also uses a variety of strategies to stretch and rapidly grow the skills and abilities of its highest achieving students so they do not become bored or complacent, but instead continue to feel challenged and supported. This includes in-class individual and small group work by classroom teachers before-, during-, or after-school; before- or after-school enrichment classes by non-classroom educators, access to learning software and curriculum materials designed for their mastery level, and opportunities to participate in classes or lessons designated for higher grades.

Support for Socio-Economically Disadvantaged Students

The Charter School provides additional support as needed for students whose family income level has created additional obstacles for learning. The Charter School's ensures that all students, regardless of income level, have the supplies they need for school, school uniforms that fit, and are able to fully participate in all school-sponsored field trips. The School may also work with governmental agencies and other not-for-profit organizations if needed to help ensure that the student and his/her family receive needed services.

Support for English Learners

Most students enter the Charter School in Kindergarten or 1st grade, which capitalizes on children's optimal age for second language acquisition. In the Mandarin portion of the school day, non-Mandarin speaking students, regardless of their native language, start from the same level of non-proficiency and all are provided access to the language immersion teaching strategies successfully employed nationwide.

For students whose native language is neither English nor Mandarin, the instructional strategies used by immersion teachers are effective teaching techniques for making curriculum accessible to all students. If a student with neither English nor Mandarin proficiency wishes to enroll, the

Charter School would assess the child's English proficiency and develop a plan for development of English language mastery.²³

The Charter School meets all applicable legal requirements for English Learners, related to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School implements practices to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The Charter School's program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements.

Home Language Survey

The Charter School administers the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessment for California ("ELPAC"). The ELPAC has four proficiency levels ((Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

²³ The French Early Immersion Program in Holliston, MA, is an example of a program that has successfully included students whose native language was neither French nor English.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC;
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery;
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement. The notice will include a description of the reclassification process and the parents' or guardians' opportunity to participate, and encourage parents or guardians to participate in the reclassification procedure.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

Because the Charter School is focused on language acquisition, all aspects of its education program are designed around strategies that have been proven effective for English Learners. These strategies include:

- realia (real objects and materials)
- manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps)
- visuals (study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and documents)
- graphic organizers (matrices, Venn diagrams and webs)
- planned opportunities for interaction between all individuals in the classrooms (creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience)

Teachers are given professional development in teaching English Language Learners in their appropriate content areas.

Ongoing Assessment of EL Students

The Charter School's use of achievement data also drives the instruction and professional development as it relates to English Learners. The Charter School analyzes the achievement data by this subgroup, and continues to assess the students through teacher-designed assessments and Charter School benchmark assessments. The results from the CAASPP may also be reviewed with the Education Committee, which would then have input into the plan for supporting English Learners.

→ See Appendix II for EL Reclassification Letter

Support for Students with Disabilities

Despite popular misconception, immersion program can be suitable and even beneficial placements for students with learning disabilities. Recent research indicates that children with language impairment can become bilingual, learning through two languages does not increase the risk for developing learning disabilities, and monolingual programs of instruction are no more beneficial to students with learning disabilities than dual language programs.²⁴ Diagnosis of any learning disability is not hindered by the immersion program, as researchers have found that any underlying impairment would be evident in both languages.²⁵ Ultimately, any students with learning difficulties are evaluated on a case-by-case basis, and appropriate interventions designed and implemented as part of the normal IEP process for Special Education (described below).

The Charter School shall continue to comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation

²⁴ Genesee, Fred. 2006. Paper presented at the Two-Way Bilingual Immersion Conference. Long Beach, CA.

²⁵ Genesee, F., Paradis, J. & Crago, Mb, 2004, *Dual Language Development And Disorders*. Paul H. Brookes Publishing Co., Inc.

Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

The Charter School is its own local education agency (“LEA”) in conformity with Education Code Section 47641(a) and is a member in good standing of the El Dorado County Office of Education (“EDCOE”) Special Education Local Plan Area (“SELPA”).

→ See Appendix II for confirmation letter from EDCOE SELPA

The Charter School complies with all state and federal laws related to the provision of special education instruction and related services, and all SELPA policies and procedures, and utilizes appropriate SELPA forms. The Charter School shall not discriminate against any pupil with a disability in the admissions process or any other aspect of operation. The Charter School shall not ask or require students or parents to waive the right to a free appropriate public education in order to attend the Charter School.

The Charter School shall continue to be solely responsible for its compliance with the IDEIA, Section 504 and the ADA. The facilities utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team process is in place at the Charter School. A 504 team is assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to 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.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives appropriate accommodations, modifications and/or services. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education must have a copy of the student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

→ See Appendix II for Section 504 Policy and Administrative Regulations

Services for Students under the IDEIA

The Charter School is an LEA member of the EDCOE SELPA.

The Charter School participates as a member of the EDCOE SELPA in accordance with Education Code section 47641(a) and makes the following assurances:

- *Free Appropriate Public Education* – The Charter School assures that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school.
- *Child Find* – The Charter School assures that all students with disabilities are identified in accordance with the policies and procedures of the SELPA.

- *Full Educational Opportunity* – The Charter School assures that all students with disabilities have access to the full range of programs available to non-disabled students.
- *Least Restrictive Environment* – The Charter School assures that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This is addressed through the use of supplementary aids and services in the general education environment in accordance with each student's IEP.
- *Individualized Education Program* – The Charter School assures that an Individualized Education Program ("IEP") is developed, reviewed and revised for each eligible student under the IDEIA.
- *Assessments* – The Charter School assures that an IEP review shall be conducted on an annual basis at a minimum. In addition a reassessment shall be conducted at least once every three years, in accordance with the IDEIA, and more often if conditions warrant or requested by the student's parents or teacher. Parents receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and student-led conferences.
- *Confidentiality and Procedural Safeguards* – The Charter School assures that the confidentiality of identifiable data is protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents are provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.
- *Personnel Standards* – The Charter School attracts, recruits and hires appropriately trained and credentialed personnel to provide special education services to children with disabilities.
- *State Assessments* – The Charter School assures that students with disabilities either under the IDEIA or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

In addition, the Charter School complies with the EDCOE Local Master Plan and performs any corrective actions deemed necessary by the EDCOE SELPA. The Charter School develops an annual budget, hires necessary staff, contracts for appropriate services and documents the qualifications and competency of school leadership to meet the special education compliance and quality requirements.

The Charter School works with EDCOE to provide professional development that builds the capacity of the special education and general education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. In addition, all staff members receive professional development about practices that support the needs of special education students in the least restrictive environment.

Since the Charter School operates as an LEA of the EDCOE SELPA in accordance with Education Code section 47641(a), the County shall have no responsibility to ensure that the students who attend the Charter School are provided a free appropriate public education.

In accordance with state and federal law, each student eligible under the IDEIA is provided a free and appropriate education in the least restrictive environment. The decisions regarding the specific services each student shall receive are the responsibility of the Individualized Education Program Team. The team includes the involvement of parents and the decisions are formulated in a written plan (referred to as an IEP).

All incoming students participate in a series of diagnostic assessments in Language Arts and mathematics. Through a use of the Student Study Team (“SST”) process and comprehensive professional development about the characteristics of special education handicapping conditions and the referral process, parents and students have extensive opportunities to be served as needed.

→ See Appendix II for description of the Intervention Process

The Charter School supports all special education students in compliance with state and federal laws. No student shall be denied admission to the Charter School due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

III. Measurable Pupil Outcomes And Methods To Measure Pupil Progress Toward Meeting Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

- California Education Code Section 47605.6(b)(5)(B)

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

- California Education Code Section 47605.6(b)(5)(C)

Student Outcomes

The Charter School provides a challenging, comprehensive and college-preparatory education that prepares students to be engaged global citizens. The education program is designed to enable all students to meet the following measurable pupil outcomes:

- *Basic skills:* mastery of grade level competency in mathematics and English Language Arts based on Common Core State Standards, in science based on Next Generation Science Standards, and social studies based on California Social Studies Standards;
- *Fluency in Mandarin:* mastery at no less than one grade level below a corresponding student in China or Taiwan in reading, writing and speaking Mandarin Chinese;
- *Life skills:* demonstrate personal qualities of diligence, intellectual curiosity, moral reasoning, and a respect for family, community and scholarship; and
- *Cross-cultural competence:* exhibit awareness of and sensitivity to other cultures and an international perspective

In order to best serve our students and community, the Charter School examines and refines its list of student outcomes, metrics and targets regularly to ensure alignment between the Charter School's mission, curriculum, assessments, and state or local standards. The Charter School has developed a curriculum map with benchmark skills and specific classroom-level skills at each grade level.

Charter School Outcomes That Align With the Eight State Priorities

Goals to State Priorities Grid

The Charter School's Goals address the Eight State Priorities in the following ways:

Goals	Priority 1: Basic Conditions of Learning	Priority 2: Implementation of State Standards	Priority 3: Parental Involvement	Priority 4: Pupil Achievement	Priority 5: Pupil Engagement	Priority 6: School Climate	Priority 7: Course Access	Priority 8: Other Pupil Outcomes
1. To provide an academically rigorous, common core aligned college preparatory program	X	X		X			X	
2. To graduate students with bilingual and bi-literate skills in Mandarin Chinese	X	X		X			X	X
3. To graduate community minded, diligent and independent learners with intellectual curiosity and a growth mindset					X	X		X
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	X	X				X		
5. To have a highly engaged parent, student & staff population fully invested in and connected to the school community & academic program			X		X			

Goal 1: To provide an academically rigorous, common core aligned college preparatory program

Actions

To ensure that students have the resources and support they need, and teachers are fully prepared deliver the program, the Charter School will:

- Use CCSS-aligned instructional materials in all grades;
- Provide professional development for staff on Common Core State Standards, assessments, curricula and instructional practices;
- Provide pull-out and push-in support for students below grade level, in all grades;
- Assign writing tasks aligned with CCSS in both English and Mandarin;
- Use a variety of formative assessments to track student progress and modify instruction as needed;
- Provide ½ day of training and collaboration time for teaching staff each week; and
- Identify or create and use NGSS-aligned curricula and assessments in Science

Pupil Outcomes²⁶

The Charter School will measure our pupil outcomes on Goal 1 in the following ways:

	2015-2016	2016-2017	2017-2018	2017-2018	2018-2019
% of students meeting or exceeding standards on ELA SBAC	79%	82%	85%	88%	90%
% of students meeting or exceeding standards on Math SBAC	88%	89%	90%	91%	92%
% of students meeting or exceeding standards on NGSS-aligned assessments	+3% from prior yr	+3% from prior yr	+2% from prior yr	+2% from prior yr	+2% from prior yr
% EL students who make progress on ELPAC	65%	70%	75%	80%	85%

Goal 2: To graduate students with bilingual and bi-literate skills in Mandarin Chinese

Actions

To ensure that students have the resources and support they need, and teachers are fully prepared deliver the program, the Charter School will:

- Staff the school with necessary expertise to ensure teachers are well-supported and MLA program can be executed with quality;
- Identify, pilot, and adopt comprehensive CCSS-aligned MLA basal curriculum suitable for a dual language immersion model; provide training for teachers in using adopted curriculum;
- Provide small group support for reading and writing in Chinese for below grade performers across all grades; and
- Identify, pilot, adopt, and/or develop formative assessments and benchmarks aligned with ACTFL's summative Standards-based Measurement of Proficiency (STAMP) assessment, to enable teachers to more effectively monitor student growth and proficiency in listening, speaking, reading, writing, and adjust instruction accordingly.

Pupil Outcomes

The Charter School will measure our pupil outcomes on this goal in the following ways:

	2015-2016	2016-2017	2017-2018	2017-2018	2018-2019
% of K-2 students meeting or exceeding standard on Lingafolio	85%	87%	89%	91%	92%
% of grade 3-8 students meeting or exceeding standard on STAMP	85%	87%	89%	91%	92%

²⁶ Pupil Outcomes for all four Goals in this section includes only measurable outcomes for pupils that are likely to be applicable for the entire charter term. Does not include targets and outcomes related to staff or families. Exit outcomes and performance goals may need to be modified over time.

% of K-8 students meeting or exceeding standard on school-designed Mandarin writing assessment	85%	87%	89%	91%	92%
------------------------------------------------------------------------------------------------	-----	-----	-----	-----	-----

Goal 3: To graduate community minded, diligent and independent learners with intellectual curiosity and a growth mindset

Actions

To ensure that students have the resources and support they need, and staff are fully prepared deliver the program, the Charter School will:

- Implement Responsive Classroom school-wide; provide all teaching staff with sufficient training and resources to implement program with quality;
- Implement PBIS school-wide; provide all teaching staff with sufficient training and resources to implement program with quality;
- Build and deliver rigorous and relevant Units of Inquiry with built in assessment that integrate Science, Social Studies and History with ELA and MLA at every grade level;
- Provide access to supplemental non-fiction texts (both digital and paper) in MLA and ELA;
- Identify, develop and implement other socio-emotional curricula (e.g. Second Step, conflict resolution);
- Provide all teaching staff with sufficient training to implement socio-emotional program(s) with quality;
- Develop and implement community service activities in all grade levels; and
- Train staff on growth mindset; teach growth mindset to students.

Pupil Outcomes

The Charter School will measure our pupil outcomes on this goal in the following ways:

	2015-2016	2016-2017	2017-2018	2017-2018	2018-2019
% of students meeting or exceeding standard on CARES on report card	85%	88%	90%	91%	92%
% of students with favorable responses on student survey	85%	88%	90%	91%	92%

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

Actions

To ensure that students and staff have the resources and support they need, the School will:

- Adopt and implement a comprehensive tiered Response To Intervention (RTI) process; staff with specialists as needed; ensure all staff have the training and resources to implement RTI with quality;
- Implement PBIS, including tracking process for disciplinary procedures by subgroups; train all staff have the training and resources to implement PBIS with quality;
- Provide ½ day of training and collaboration time for teaching staff each week;
- Provide teaching staff with training on working in a diverse community; and
- Provide teachers with regular feedback including an annual performance evaluation based on multiple measures.

Pupil Outcomes

The Charter School will measure our pupil outcomes on this goal in the following ways:

	2015-2016	2016-2017	2017-2018	2017-2018	2018-2019
Suspension rate	1%	1%	<1%	<1%	<1%
Expulsion rate	<0.25%	<0.25%	<0.25%	<0.25%	<0.25%

Goal 5: To have a highly engaged parent, student and staff population fully invested in and connected to the school community and academic program

Actions

To achieve this goal, the Charter School will:

- Produce regular events and activities for families, in collaboration with the families;
- Provide childcare for all events; and
- Reinforce the importance of student attendance through regular communication and support when needed.

Outcomes

The School will measure our outcomes on this goal in the following ways:

	2015-2016	2016-2017	2017-2018	2017-2018	2018-2019
Student attendance rate	97%	97%	97%	97%	97%
% of families completing the annual family survey	70%	75%	80%	85%	85%

→ See Appendix III for complete 2015-2016 Local Control Accountability Plan (LCAP)

Methods to Assess Pupil Progress Towards Meeting Outcomes

Each grade level has specific assessments and targets to measure student achievement and progress towards desired outcomes and the School's overall vision and mission.

The Charter School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. The Charter School will administer all applicable state-mandated assessments including, but not limited to, the California Assessment of Student Performance and Progress (CAASPP) assessment system using Smarter Balanced Assessment Consortium (SBAC), California Science Test (CAST), California Alternate Assessment (CAA), and the California Alternate Performance Assessment (CAPA)), the Physical Fitness Test (PFT) and the ELPAC.

The tools listed above provide valuable data that informs instruction, the Charter School's program and the needs for professional development.

Assessment Modifications and Accommodations

As described in Section II, the Charter School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act or Section 504 are included in State standardized assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to the CAA, CMA and CAPACAPA in accordance with their IEP or Section 504 plan.

School-wide Outcomes and Methods of Measurement

In addition to measures of individual student progress towards outcomes, the Charter School has the long-term goal that 90% of students will meet or exceed the standard on the SBAC and math and English, be fluent in Mandarin Chinese at a level almost comparable to their peers in China as measured by the ACTFL's STAMP assessment, and have strong socio-emotional skills as demonstrated in their CARES and on the student survey. (see tables above)

External Reporting

The Charter School will maintain sufficient staff and systems required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from the County and other authorized reporting agencies.

Use and Reporting of Data

Data is collected, analyzed, reported and used regularly, at every grade level and in every subject area.

Students are informed about their assessment results by the teacher and via report cards at the end of each marking period. Individually and by class, students look at their own performance data, set goals, examine outcomes, and develop action plans in response to the data.

Parents are informed about both their individual student's and the Charter School's achievement progress. Students and parents will discuss individual student achievement, progress towards graduation, and performance on state assessments under the direction of the classroom teacher during Conferences conducted twice a year. At this time, they also develop, modify, or review their child's Personalized Learning Plan. At this time they find out about the progress of their student in all areas – academic, social and emotional. They also can ask questions about any of the assessments and their student's scores. They also receive tri-annual standards-based report cards, mailed home. Parents can request more frequent progress information.

→ See Appendix III for sample Report Card

Parents of English Learners also receive mandated communications on reclassification per Title III through annual ELPAC testing results. Parents of students with IEPs receive reports according to the plan specified in each IEP. The Charter School complies 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.

Educators examine student performance data formally through a process called the Cycle of Inquiry ("COI"), which entails examining formative assessment data with colleagues in a structured way, with the objective of refining classroom practice in response to data and in pursuit of student mastery of standards. Educators usually engage in the COI in grade level teams, and assessments are given every two to three weeks. Data are examined in a collaborative way; in response, instructional strategies for re-teaching may be identified and implemented, pacing guides may be adjusted, and intervention services may be provided for specific students. Student outcome data also informs professional development plans for individual teachers, and who may receive personalized coaching or outside training as appropriate. Staff members also receive and analyze school-wide data on student achievement during staff meetings (looking in particular at performance of special population groups like English Learners) and use this data to help monitor and improve the Charter School's education program overall.

The Principal, collaborating with teachers and Board's Education Committee, uses the assessment results to create annual and targeted plans for increased achievement. The entire School takes ownership for implementing the plan, measuring progress and ultimately improving student learning. Action plans in response to data often include school-wide professional development.

The County may receive formative and summative data on student achievement through Charter School reports and/or presentations to the County, in accordance with the County's standard process for reviewing and evaluating charter school performance. At the County's request, the County Superintendent and two (2) designees may be authorized users of the Charter School's student information system.

Additionally, the Charter School publishes student results annually through the School Accountability Report Card ("SARC"). The report includes pertinent facts and data about the Charter School and is made available to the public as required by law.

County Visitation/Inspection

The Charter School shall comply with a County requested visitation process to enable the County to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. The Charter School agrees to and submits to the right of the County to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Response to Inquiries

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the County Office of Education, County Board of Education, and the State Superintendent of Public Instruction.

IV. Governance Structure

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.

- California Education Code Section 47605.6(b)(5)(E)

Nonprofit Public Benefit Corporation

The Charter School is a directly-funded independent charter school and a California Nonprofit Public Benefit Corporation, pursuant to California law.

The Charter School operates autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to California Education Code Section 47604(d), the County shall not be liable for the debts and obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the School as long as the County has complied with all oversight responsibilities required by law.

The Charter School is non-sectarian in its programs, admissions policies, employment practices, and all other operations, does not charge tuition, and does not discriminate against any student or employee on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The Charter School complies with all applicable federal, state and local laws applicable to its operation and complies with the County guidelines and requirements for charter schools. It retains its own legal counsel when necessary. It purchases and maintains as necessary general liability, property, workers' compensation and unemployment insurance policies.

→ See the Appendix IV for Articles of Incorporation, Bylaws and 501c Exemption Letter

Board of Directors

The Charter School is governed by a Board of Directors ("Board" or "Board of Directors"), in accordance with applicable law and its adopted bylaws, as may be subsequently amended pursuant to the amendment process specified in the bylaws which shall be consistent with the terms of this charter.

The Board of Directors meets at least quarterly. All Board meetings comply with the Brown Act and Education Code Section 47604.1(c).

The Board abides by a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code Conflicts of Interest rules, and which are updated as needed with any charter school-specific conflict of interest laws or regulations.

→ See the Appendix IV for Conflict of Interest Code.

Board of Directors Membership

The Board of Directors consists of a minimum of 5 and a maximum of 14 directors. As provided by Education Code Section 47604(c), the charter authorizer shall be entitled to one representative on the Board of Directors. The Board of Directors may elect a smaller group of directors to serve as the Board's Executive Committee.

The Charter School's current Board of Directors is:

- Chairperson: Rodrigo Prudencio, Director of Investments and New Business for GS Shop (parent-elected)
- Vice-Chair: Diana Tsai Lee, Vice President of New Site Development and District & School Partnerships at Teach For America. Also Chair of Board Development Committee
- Secretary: Christine Henningsgaard, Vice President of Operations at One Medical Group. Also Chair of Compensation Committee.
- Treasurer: John Wharton, Vice President of Business Development, EXO U. Also Chair of Finance Committee.
- Chair, Education Committee: Eric Peterson, Director of Special Education for West Contra Costa Unified School District and National Board Certified Teacher (parent-elected)
- Chair, Facilities Committee: Robert Donnelly, Vice President of Land Acquisition at TRI Pointe Homes
- Director: Phuoc Le, Assistant Clinical Professor of Medicine and Pediatrics at UCSF
- Director: Reichi Lee, Director of the Academic Development Program at Golden Gate University School of Law
- Director: Wai-Kiu Lee, Physician at Kaiser Permanente's Oakland Medical Center and Quality Lead for the East Bay Kaiser Permanente
- Director: Thompson Paine, Vice President for Operations and Business Development at Quizlet
- Director: Josh Stern, Principal, St. Paul's Episcopal School

Process for Electing Directors

The Charter School seeks to establish and maintain a diverse Board of Directors, comprised of Directors with relevant experience. New directors are nominated by sitting directors, screened by the Board Development Committee, vetted through an in-person interview process, and elected by a majority vote of the Board. Two directors are Yu Ming parents who are elected by other parents, but otherwise serve in the same capacity as all other Directors.

→ See the Appendix I for biographies of the Board of Directors and Appendix IV for Board Skills Matrix

Duties of the Board of Directors

The Board of Directors is responsible for establishing broad policies and overseeing high-level decisions that affect the Charter School. Those duties include:

- Defining or refining the organization's mission, values and vision;
- Setting strategic direction;
- Adopting policies to ensure that the Charter School is run effectively, legally, and ethically;
- Hiring, overseeing, supporting and evaluating the Charter School's Principal;
- Monitoring the operational budget and finances for long-term viability; and
- Seeing that adequate funds are secured for the operating and capital needs of the Charter School.

The Board also approves policies and other documents as required by state or federal law, especially pertaining to certain funding streams. Members of the Board also participate in raising funds for the Charter School and increasing public awareness of the Charter School's work.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it. The Board shall act at noticed meetings, and only when a quorum of directors is present. A majority of directors then in office shall constitute a quorum. At a meeting, the affirmative vote of a quorum of the voting directors then in office on any matter shall be the decision of the Board of Directors.

The Board may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

→ See the Appendix IV for Board Member Agreement

Board Committees

The Board has 5 Board Committees. Each committee is charged by the Board with a specific scope of responsibilities, sets annual goals, and reports back to the full Board on a regular basis about its progress. Board Committees are chaired by a member of the Board of

Directors, and include both other Board members and other qualified individuals, including parents or staff members with relevant experience. Board Committee meetings comply with the Brown Act.

<u>Committee</u>	<u>Responsibilities</u>
Education	Monitors and evaluates the education program, and advises the Principal as instructional leader responsible for implementation of the education program
Finance	Monitors the School's financial health and advises the Principal on long-term financial planning for the school
Audit	Selects and oversees an auditor to conduct an annual audit of the School's financial position and practices
Board Development	Recruits, nominates, trains, and evaluates Board members and monitors the functioning of the entire Board as a governing entity
Fund Development	Raises philanthropic donations to support the school's programs and long-term goals
Facilities	Seeks and secures facilities to support the school's programs and long term goals
Compensation & Performance	Ensures that staff members are appropriately compensated for their roles and contributions; leads annual performance review of Principal; advises Principal on evaluating performance and building a high-performing team

Family Support Organization

The Charter School encourages all groups to participate in and share responsibility for the educational process and educational results. An important mechanism for family participation is the Family Support Organization (FSO), which is open to all parents, guardians, extended family members and staff members. The FSO is made up of several committees that offer parents a broad set of opportunities to support the school, leverage their talents and build community. These committees organize family education sessions, plan community events, raise funds for the school, beautify the buildings and grounds, increase awareness of the Charter School, and make connections with other community organizations.

The FSO's Executive Council is comprised of one representative from each committee, and meets regularly with the Charter School Principal, who provides feedback on parent activities and collaborates on decisions that affect the whole community. The FSO Executive Council also makes recommendations on improving the School, and serves as a liaison for other parents.

→ See Appendix IV for Volunteer Structure

Expectations and Opportunities for Parent Involvement

The Charter School 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. Because of the Charter School's unique mission, it is especially important for parents to understand and fully support the education program (regardless of whether they have Mandarin language skills). To ensure that families fully

understand and support the Charter School's program prior to starting classes, the Charter School:

- Presents information about the Charter School's mission, goals and approaches during the open enrollment process. Parents are provided time to ask questions to clarify their understanding of the Charter School's mission, goals and approaches.
- Presents information about the Charter School's expectation of parents in the life of the school during the open enrollment process. Parents are provided time to ask questions to clarify their understanding of the Charter School's expectations of parents.
- Hosts a Back to School Night within the first month of school to present information about the mission, goals, approaches and expectations to parents, and provide an opportunity for parents hear from their student's teachers, visit classrooms, and learn about school procedures such as lunch, recess and volunteering
- As needed or requested, meets with families after registration and before the start of school, to answer remaining questions and to learn more about individual students.

→ See Appendix II for Family Handbook

To encourage participation of parents, guardians and extended family members in all aspects of school life, the Charter School features:

- *Parent Learning Events and Curriculum Nights:* Scheduled at the beginning of the year, these three to five 1-3 hour sessions in the evenings or on the weekend allow parents to deepen their understanding of the Charter School's curriculum, experience teaching methodologies first-hand, or learn strategies tactics for supporting their student's learning in school and at home.
- *Participation in school decision-making:* Families participate in school decision-making in a wide variety of ways. The Family Support Organization committees provide many opportunities for involvement in the life of the School community. Two of 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. Parents are part of the Charter School's Hiring Committee for Principal. Families are invited to give input annually during the development of the Local Control Accountability Plan (LCAP). Families and any members of the public can attend meetings of the Board of Directors and provide public comments in accordance with Brown Act.
- *Opportunities to evaluate the School and its staff:* Each spring, parents will be asked to complete a survey evaluating the Charter School, the Principal, and their child's teachers. The survey results will be reviewed by the Charter School Board of Directors and staff and are considered in setting annual school objectives and in the annual performance review process for Principal and staff.

In addition, the Charter School encourages each family to volunteer, and provides a variety of in-school and out-of-school 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.. Specific volunteer opportunities and needs are determined by the Principal, staff and FSO Council and communicated to parents through established channels. A volunteer coordinator (a volunteer role held by a parent) helps match families to needs. The Charter School maintains a simple system for families to record service hours, which is used to summarize and celebrate total volunteer contributions from the community. The School's target is 30 volunteer hours per family, although, in accordance with Education Code Section 47605.6(n), a family's inability to volunteer in school service activities does not exclude any child from any school activities or affect the School's support of the student.

Three-Way Agreement

Student learning is best facilitated by a three-way partnership between the student, family, and school. Accordingly, the Charter School has a 3-Way Agreement which all parties review and sign annually. The agreement (not a legally binding document) is intended to ensure that all parties understand and agree on expectations: for student behavior and academic effort, family support of the student, and school responsibility for supporting the student and communicating with the family.

→ See Appendix IV for Three-Way (Student-Parent-School) Agreement

Providing Parents with Information about their Child's Progress

During the school year, parents will regularly receive information about their child's progress, and the Charter School will use multiple methods to keep parents informed, including:

- Parents will be asked to sign off on completed homework.
- Report cards will be standards-based and distributed at the end of each marking period.
- Family conferences, including parent(s)/guardian(s), student (in upper grades), and teacher, will be held twice a year to plan and assess the students' learning progress and determine goals.
- Parents will have regular access to staff and teachers by phone, email and in-person appointments, and staff contact parents regularly, both to provide positive reinforcement for academic growth and to inform parents when students make choices that do not match the Charter School's behavior and academic expectations.
- The Charter School will hold a Student Study Team ("SST") for any student who is persistently tardy, absent, has behavior challenges, or struggling academically. The SST will include parent(s)/guardian(s), a school administrator, teachers, and other school staff. The SST will meet regularly to develop strategies and monitor to meet the student's needs.

Addressing Parent Concerns and Complaints

The Charter School is committed to working with parents to address any parental concerns and complaints. Parents are encouraged to share their ideas and concerns with the Charter School Principal at any time. If the Principal is unable to resolve a parent's concern, parents are able to contact the Chair of the Board of Directors. A formal complaint process, the Uniform

Complaint Policy and Procedures, will be used if necessary to address any community concerns that are not resolved through informal conversations.

The Charter School has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. The Charter School will not, at any time, refer internal complaints to the County.

→ See Appendix IV for Comprehensive Complaint Policy, Procedures & Forms

V. Human Resources

The Charter School is committed to attracting, selecting, developing, inspiring, and rewarding the best educators and education professionals to serve our students.

Qualifications of School Employees

*Governing Law: The qualifications to be met by individuals to be employed by the charter school.
- California Education Code Section 47605.6(b)(5)(F)*

The Charter School shall recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. All prospective employees are required to have legal authorization to work in the United States, and also successfully complete a DOJ fingerprinting background check, tuberculosis risk assessment and examination (if necessary), and reference checks to ensure the health and safety of the Charter School's faculty, staff, and pupils. In addition, prospective employees are carefully screened to ensure they have the qualifications for employment as outlined in their job descriptions. All employees are at-will.

→ See Appendix V for 2015-2016 Organization Chart

The Charter School's leadership structure may change over time as the needs of the school change, but key staff members will collectively have the qualifications to ensure the academic success of students and financial health of the school. Specifically:

Principal Qualifications

The Principal is the instructional leader at the Charter School, with responsibility for ensuring the Charter School and its students achieve the outcomes outlined in this charter petition. The Principal has the following knowledge, skills, and abilities:

- Proven track record in leading schools and achieving academic results
- Demonstrated commitment to fostering a dynamic and academically rigorous education program
- Demonstrated commitment to serving a racially and socioeconomically diverse student population
- Expertise in dual-immersion and/or Mandarin language education programs
- Knowledge of formative assessment of student progress and use of data to inform classroom practice
- Ability to attract, select, and develop highly effective teachers
- Experience with school finance and operations, especially charter public schools
- Entrepreneurial passion; the ability to thrive in the excitement and ambiguity of high-growth environment
- Excellent verbal and written communication skills

- Superb interpersonal skills; ability to work collaboratively with individuals from a variety of backgrounds
- Excellent organizational, time management, and multi-tasking skills
- Legal authorization to work in the United States
- Bachelor's degree; Masters or Ph.D. in relevant area preferred
- 4+ years professional teaching experience, preferably in immersion
- 3+ years professional experience as a school administrator or executive in the education field

Director of Mandarin Curriculum & Instruction Qualifications

The Mandarin Curriculum Director supports the Principal and teachers to develop the portion of the education program taught in Mandarin. This individual should have the following knowledge, skills, and abilities:

- Proven track record in curriculum development and program design related to dual-immersion and Mandarin language development across multiple grade levels
- Demonstrated commitment to serving a racially and socioeconomically diverse student population
- At least 4 years' experience of planning within a Chinese immersion classroom; 2+ years in a position requiring curriculum development for a Chinese immersion program
- Knowledge of a wide range of Chinese immersion resources, including print materials and technology tools
- Bilingual and bi-literate in Mandarin Chinese and English
- A deep understanding of a wide variety of instructional practices, especially including second language learning and differentiation in the classroom and how to integrate this into curriculum
- Knowledge of appropriate methods and resources for assessment in Mandarin Chinese
- Excellent organizational and time management skills
- Flexible and entrepreneurial
- Excellent communication and interpersonal skills
- Bachelor's Degree in a relevant field

Assistant Principal Qualifications

The Assistant Principal supports the Principal and teachers to meet the school's academic and school culture goals. This individual should have the following knowledge, skills, and abilities:

- Proven track record in leading teacher teams and achieving academic results
- Demonstrated commitment to fostering a dynamic and academically rigorous education program
- Demonstrated commitment to serving a racially and socioeconomically diverse student population
- Experience in language immersion programs
- Knowledge of formative assessment of student progress and use of data to inform classroom practice
- Ability to develop highly effective teachers
- Entrepreneurial passion; the ability to thrive in the excitement and ambiguity of high-growth environment

- Excellent verbal and written communication skills
- Superb interpersonal skills; ability to work collaboratively with individuals from a variety of backgrounds
- Excellent organizational, time management, and multi-tasking skills
- Bachelor's degree; Masters in relevant area preferred
- 3+ years professional teaching experience, preferably in immersion
- 2+ years professional experience as a school administrator or manager in the education field

Operations Manager Qualifications

The Operations Manager supports the Principal and staff by handling a wide variety of administrative, financial and operational responsibilities. This individual should have the following knowledge, skills, and abilities:

- Three or more years of experience as an Office Manager or Operations Manager; school background preferred but not required
- Excellent verbal and written communication skills; fluent in English; prefer proficiency in Chinese (either Cantonese or Mandarin)
- Strong organizational, time management and multi-tasking skills
- Superb interpersonal skills; ability to work collaboratively with individuals from a variety of backgrounds; commitment to serving a racially and socioeconomically diverse student population
- Extremely adept at using technology, including Microsoft Office and student information systems such as PowerSchool
- Entrepreneurial energy; the ability to thrive in the excitement and ambiguity of fast-paced environment
- Minimum A.A. Degree; Bachelor's preferred
- Certification in First Aid preferred

After School Program Director

The After School Program Director works with vendors and staff to coordinate the Charter School's After School program. This individual should have the following knowledge, skills, and abilities:

- Three or more years of experience as an Program Coordinator or Office Manager; school background preferred but not required
- Demonstrated commitment to fostering a dynamic and academically rigorous education program
- Demonstrated commitment to serving a racially and socioeconomically diverse student population
- Excellent verbal and written communication skills; fluent in English; prefer proficiency in Chinese (either Cantonese or Mandarin)
- Strong organizational, time management and multi-tasking skills
- Superb interpersonal skills; ability to work collaboratively with individuals from a variety of backgrounds
- Extremely adept at using technology, including Microsoft Office and student information systems such as PowerSchool

- Entrepreneurial energy; the ability to thrive in the excitement and ambiguity of fast-paced environment
- Minimum A.A. Degree; Bachelor's preferred
- Certification in First Aid preferred

Teacher Qualifications²⁷

Educators at the Charter School shall meet all requirements for employment set forth in applicable provisions of law, including Education Code Section 47605.6(l). The qualifications of teachers to be employed in the Charter School are designed to ensure students meet the educational goals outlined in this charter petition. Specifically, teachers should have the following knowledge, skills, and abilities:

- Knowledge of child cognitive development and different learning styles
- Deep knowledge of subject matter, including Common Core State Standards, Next Generation Science Standards, and California subject-specific frameworks
- Knowledge of assessments of student progress and comfort using qualitative and quantitative student academic performance data to inform classroom practice
- Knowledge of effective language immersion teaching practices
- Ability and willingness to reflect and improve on his or her own performance
- Bilingual and bi-literate in both Mandarin Chinese and English (except for English-only positions)
- Demonstrated interest in and ability to work collaboratively with individuals from a variety of backgrounds, including colleagues, parents and community; cultural competence; commitment to serving a racially and socioeconomically diverse student population
- Bachelor degree and California Teaching Credential suitable for the grade level or subject (Core subjects only)
- Bilingual Certificate of Competence (BCC) or Bilingual, Cross-cultural, Language, and Academic Development Certificate (BCLAD) preferred
- 1+ year working with students as a teacher, teacher intern, or teaching assistant

→ Copies of teaching credentials are available upon request.

Teacher Hiring

The Charter School uses a rigorous multiple-stage approach to teacher selection that includes: a resume screen; interviews; writing sample; demonstration lesson with students; and reference checks. Criteria for selection are based on those used by the National Board for Professional Teaching Standards:

- Committed to students and learning
- Knowledgeable about their subject matter
- Skilled in management of learning
- Reflective in their practice
- Community-oriented

²⁷ Qualifications for non-core teaching positions are the same, although a CA teaching credential may not be required.

The Charter School's Principal is responsible for making hiring decisions, and receives input from a Teacher Hiring Committee at all stages in the selection process. The Hiring Committee typically includes:

- *Principal*: Conduct 1:1 interviews, participate in interview panels, observe demonstration lessons and conduct reference checks, and make the final hiring decision
- *Assistant Principal and/or Mandarin Curriculum Director*: Screen candidates, conduct 1:1 interviews, participate in interview panels, observe demonstration lessons and conduct reference checks.
- *Teachers*: Participate in interview panel and observe demonstration lessons.
- *Parents*: Participate in interview panel and observe demonstration lessons.
- *Operations Manager or Volunteer Hiring Coordinator*: Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; coordinating with current staff or participating students for demonstration lessons; and communicating with candidate.

Staffing

The Charter School uses a variety of different staff schedules to accommodate the shift in teaching time in each language, and ensure that native speakers are teaching each subject as scheduled. For grades K-2, English Language Arts is essentially treated as a “special subject” and staffed in the way that art and music are typically handled in many schools (i.e., a single special subject teacher rotates through each class, giving the regular classroom teacher time to plan, grade assignments, or provision for the next lesson.) In this way, a single English language arts teacher (or 2 part-time teachers) can cover all the classes in grades K-2. At grades 3-4, students spend 70% of their time in Mandarin and 30% update here in English, requiring two native-English speaking teachers at full scale for these grades. Grades 5-6 have a dedicated English teacher and a dedicated Mandarin teacher for each grade, since students will spend their time 50/50 in each language. In the final years of middle school (grades 7-8), when the percentage of time that students spend in Mandarin and English will vary depending on their personalized learning plan and electives, students will have access to content specialists in both languages (when the school is a full scale).

Professional Development & Support

The Charter School is committed to the professional development of all of its team members. Once teachers are hired, the Charter School invests in their continued professional development. Teachers participate in one week of summer training to build classroom management skills, increase their capacity to plan meaningful and engaging lessons, and practice specific language immersion teaching strategies. The Charter School Principal, Assistant Principal, and/or Mandarin Curriculum Director provide on-site coaching to all teachers. Teachers are organized into teams, led by an experienced “lead teacher” who has the skills to mentor others. Teachers are given time during the regular school day to collaborate and support each other to reach the School's and individual students' learning goals, including common preparation time through use of Special Subjects (e.g. music, art) and an early release day each Friday. The Charter School also contracts with consultants and organizations to provide targeted training on specific topics, such as Responsive Classroom, Positive Behavioral Interventions & Supports, cultural competency, supporting students with special needs, using technology in the classroom, and other topics.

Teachers also regularly attend conferences, especially those specializing in Mandarin language and Mandarin immersion education.

→ See Appendix V for 2015-2016 Professional Development plan

In accordance with Education Code Section 44259.1, which requires that school district teachers in the state of California earn their Professional Clear Credential through on the job mentoring and training, teachers participate in a California Commission on Teacher Credentialing (“CCTC”) -approved Induction Program through the Alameda County Office of Education or Oakland Unified School District to earn their Clear Credential. By the completion of the program, educators will have completed a portfolio showing evidence of their professional learning in each of the six Induction standards in the California Standards for the Teaching Profession (“CSTP”) framework.

Other site team members are provided periodic formal and topical training sessions as well as real-time day-to-day coaching by functional experts in a variety of areas. In addition, all team members are encouraged to pursue external professional development opportunities in the form of workshops or additional certification.

Performance Management

In addition to ongoing support and coaching and feedback, the Charter School conducts an annual formal performance evaluation for each team member, using data about the school’s progress towards its goals, stakeholder survey results, data from first-hand observations throughout the year, artifacts, and other sources.

→ See Appendix V for Principal Rubric, Teacher Rubric and Teacher Support & Evaluation Process

Compensation

The Charter 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.

Retirement Benefits

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

- California Education Code Section 47605.6(b)(5)(K)

All employees of the School who qualify for membership in STRS (including teachers and other qualified certificated employees) or PERS (including the Office Manager and other qualified non-certified staff) shall be covered under the appropriate system. Employees shall contribute at the rate established by STRS or PERS. The School shall work with the County Office of Education pursuant to Education Code Section 47611.3 to ensure that appropriate arrangements for the coverage have been made. All employees who are not members of STRS must contribute to the federal social security system. The School shall make all employer contributions as required by STRS, PERS and federal social security. The School shall also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer. To maximize its ability to attract qualified staff, the Charter School periodically evaluates the feasibility and appeal to candidates of offering a 403(b) in lieu of STRS/PERS membership. The Operations Manager shall be responsible for arranging retirement benefits.

→ See Appendix V for Team Member Handbook

County Employee Return Rights

Governing Law: The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school.

- California Education Code Section 47605.6(b)(5)(O)

No person may be required to work at the Charter School. Employees of the County who choose to leave the employment of the County to work at the Charter School will have no automatic rights of return to the County after employment by the Charter School, unless specifically granted by the County through a leave of absence or other agreement in accordance with applicable County Board Policy and/or collective bargaining agreements.

All employees of the Charter School shall be considered the exclusive employees of the Charter School and not the County unless otherwise mutually agreed in writing. Sick leave or years of service credit at the County or any other school district may be transferred to the Charter School for the purposes of STRS or PERS.

Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnishes the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.
- California Education Code Section 47605.6(b)(5)(G)*

In order to provide safety for all students and staff members, the Charter School implements appropriate and comprehensive health and safety procedures and risk management policies, designed in consultation with the Charter School's insurance carrier.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the 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. Applicants for employment must submit two sets of fingerprints to the California Department of Justice 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.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff shall be mandated child abuse reporters and shall follow all applicable reporting laws and the same policies and procedures used by local school districts.

Tuberculosis Risk Assessment and Examination

All Charter School staff shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Immunizations

All students enrolled and staff shall be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School shall adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, Scoliosis

Students shall be screened for vision, hearing and scoliosis. The Charter School shall adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Suicide Prevention

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8, at least once pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*)

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079

- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Blood-borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Charter School has a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-Free / Alcohol-Free / Smoke-Free Environment

The Charter School shall be a drug-, alcohol- and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills at least once a month pursuant to Education Code Section 32001.

Comprehensive Anti-Discrimination and Anti-Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

The School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with the Charter School's Anti-Discrimination and Anti-Harassment policy.

Bullying Prevention

By December 31, 2019, the Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

→ See Appendix V for Comprehensive School Safety Plan

Dispute Resolution Procedures

Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.

- California Education Code Section 47605.6(b)(5)(L)

The Charter School recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outline below as suggested by the County.

The Charter School and the County shall be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the County, Charter School staff, employees and Board members of the Charter School and the County agree to first frame the issue in written format ("dispute statement") and to refer the issue to the County Superintendent and Principal of the Charter School. In the event that the County Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and

the Principal of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Principal. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

VI. Student Enrollment, Admissions, Attendance, Suspension and Expulsion Policies

Student Admissions Policies and Procedure

Governing Law: Admission policy and procedures consistent with [Education Code Section 47605.6] subdivision (e).

- California Education Code Section 47605.6(b)(5)(M)

The Charter School is open to all students. Admission to the Charter School shall not be determined according to the student's place of residence or that of his or her parent or guardian, within the state of California, except in the case of a public random drawing as provided below. In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. An assessment may be used to determine an applicant's language category for public random drawing classification, and students enrolling after kindergarten must demonstrate grade level proficiency in Mandarin; both practices are consistent with California Department of Education recommendations for dual language programs.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

Enrollment History and Growth projections

The Charter School has been fully enrolled since opening, with the following grades and numbers of students:

School Year	Grades Served	Enrollment
2011-2012	K-1	105
2012-2013	K-2	159
2013-2014	K-3	211

2014-2015	K-4	257
2015-2016	K-5	304
2016-2017	K-6	357
2017-2018	K-7	387
2018-2019	K-8	445
2019-2020	K-8	488

Enrollment will grow to approximately 1,400 students across grades K-8 over the next decade. Projections for the next five years are illustrated below:

School Year	Grades Served	Estimated Enrollment
2019-2020	K-8	488
2020-2021	K-8	525
2021-2022	K-8	636
2022-2023	K-8	739
2023-2024	K-8	839

Over the next several years, the School expects some attrition as students matriculate into middle school – a typical pattern with K-8 dual language schools. If funding and space are available, the School may introduce a TK program.

Evidence of Parental Demand

The Charter School has had a long wait list since opening, demonstrating continued strong family demand. For the 2019-20 school year, 354 students applied for 84 available seats in kindergarten. On average, the School's waitlist over the first charter term was 89% of enrollment.

- 2011-2012: 116 (110% of enrollment)
- 2012-2013: 148 (93% of enrollment)
- 2013-2014: 195 (92% of enrollment)
- 2014-2015: 161 (63% of enrollment)
- 2015-2016: 263 (97% of enrollment)

Commitment to a Discrimination-free and Harassment-free Education

The Charter School is committed to providing a safe education environment to its students, free of discrimination, harassment, intimidation and bullying. The Charter School shall not discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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). The Charter School shall comply with all applicable legal minimum and maximum age requirements for admission. The Charter School shall be nonsectarian in its programs, admission policies, and all other operations, and

shall not charge tuition. The Charter School regularly provides training and programs to support students, staff, and families to develop cultural competency and respect for individuals with diverse backgrounds.

→ See Appendix VI for Policy Against Discrimination, Harassment, Intimidation and Bullying

Public Random Drawing

The Charter School shall admit all students who wish to attend subject only to capacity. If the number of student applicants exceeds the Charter School's capacity, enrollment (except for existing pupils) shall be determined by a public random drawing. Existing students who are re-enrolling are exempted from the drawing. After all spots have been filled through the drawing, a wait list will be created in the order in which names are drawn. As openings become available, opportunities to enroll will be given to those in order of the wait list.

Preference in the public random drawing, in each category, will be given as follows:

1. Children of employees
2. Siblings of current students within the Charter School
3. Founding Families²⁸
4. Children from families who qualify for Free or Reduced Price Lunch (FRL)²⁹
5. Children of Board members³⁰
6. Residents of the Local Elementary School Attendance Area in which Yu Ming is located³¹
7. Residents of Alameda County
8. All other students in the State of California.

By January 1 of each year, the Charter School will notify the County in writing of the application deadline and proposed date for the public random drawing. The Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official

²⁸ Founding Families are required to have completed 50 hours of service prior to January 31, 2011. Enrollment priority through Founding Family status was accorded as an incentive for families to invest the effort required to start a new school in a short time frame.

²⁹ This categorical preference, added in the 2017 enrollment lottery, reserves up to 30% of all enrollment slots to FRL eligible families. We expect it may take multiple years to actualize a higher percentage of applicants eligible for the FRL preference.

³⁰ The preference for Board Members is a weighted preference. The weighting will not be so extreme as to guarantee admission to applicants eligible for this preference.

³¹ The preferences for the Local Elementary School Attendance Area and for Alameda County will be weighted preferences. The weighting shall be such as to give a greater advantage to applicants in the Local Elementary School Attendance Area; however the weighting will not be so extreme as to effectively preclude applicants who do not reside in the Local Elementary School Attendance Area.

(appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level, starting from the first preference category. For preference categories #1 – 3 from the list above, applicants will be assigned to open slots for their respective grade. If there are more applicants in a preference category than open slots, applicants from that preference category will be drawn at random. 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. Applicants eligible for preference category #4 will be assigned slots after completion of the random drawing for preference categories #1 – 3. Up to 30% of open slots will be made available for preference category #4, and if there are more applicants than available slots, then the applicants will be drawn at random. Applicants eligible for preference category #4 who are not assigned a slot during the random drawing remain in the lottery for subsequent preference categories. Weighted priorities are assigned to preference categories #5 – 7. Remaining applicants will continue to be drawn and placed on an ordered waitlist for each grade. Students applying for grades 1-8 must take a Mandarin proficiency assessment. Families must accept a lottery offer and submit registration documents by the registration deadline, typically in March of each year.

→ See Appendix VI for Enrollment and Public Random Drawing Policy

Racial & Ethnic Balance

Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted.

- California Education Code Section 47605.6(b)(5)(H)

The Charter School's governing Board and leadership are deeply committed to a vision of serving students that reflect the diversity of the East Bay. Since founding, the Charter School has proactively sought to attract students under-represented in its student population compared to Alameda County's population. In order to increase the diversity of its enrolled students, the Charter School has created a weighted preference in the random public drawing for the local elementary school attendance area. The School has also been proactive in using a wide variety of outreach activities to attract an applicant pool and strive for racial and ethnic balance in the Charter School's student population. These strategies include but are not limited to:

- Establishing an enrollment timeline and process that allow for a broad-based recruiting and application process. Typically, formal outreach activities for the following school year's enrollment begin in November, and the public random drawing is held in March.
- Creating and distributing information about the school, including enrollment brochures and forms, in at least 3 languages, including Spanish.
- Conducting outreach to a variety of community organizations within a 3 mile radius of the school, including meetings with and presentations to local pre-schools, early childhood centers, and Head Start programs, afterschool and weekend Mandarin language programs, neighborhood groups, community organizations, churches, and youth service organizations.

- Posting all enrollment materials on the website in at least 3 languages
- Conducting enrollment sessions in at least 3 languages, including Spanish.
- Publicizing and holding enrollment sessions in a variety of locations in northern Alameda County, including Fruitvale, East Oakland and West Oakland.
- Hosting open houses and scheduled tours for interested parents. During open enrollment season, the School will typically have 3-5 open houses and several scheduled tours, in addition to individual tours available by appointment.
- Advertising openings by posting flyers in neighborhoods, hosting an information booth at community events, distributing flyers at local grocery stores, buying ad space on buses or in the newspaper, and sending information via direct mail.

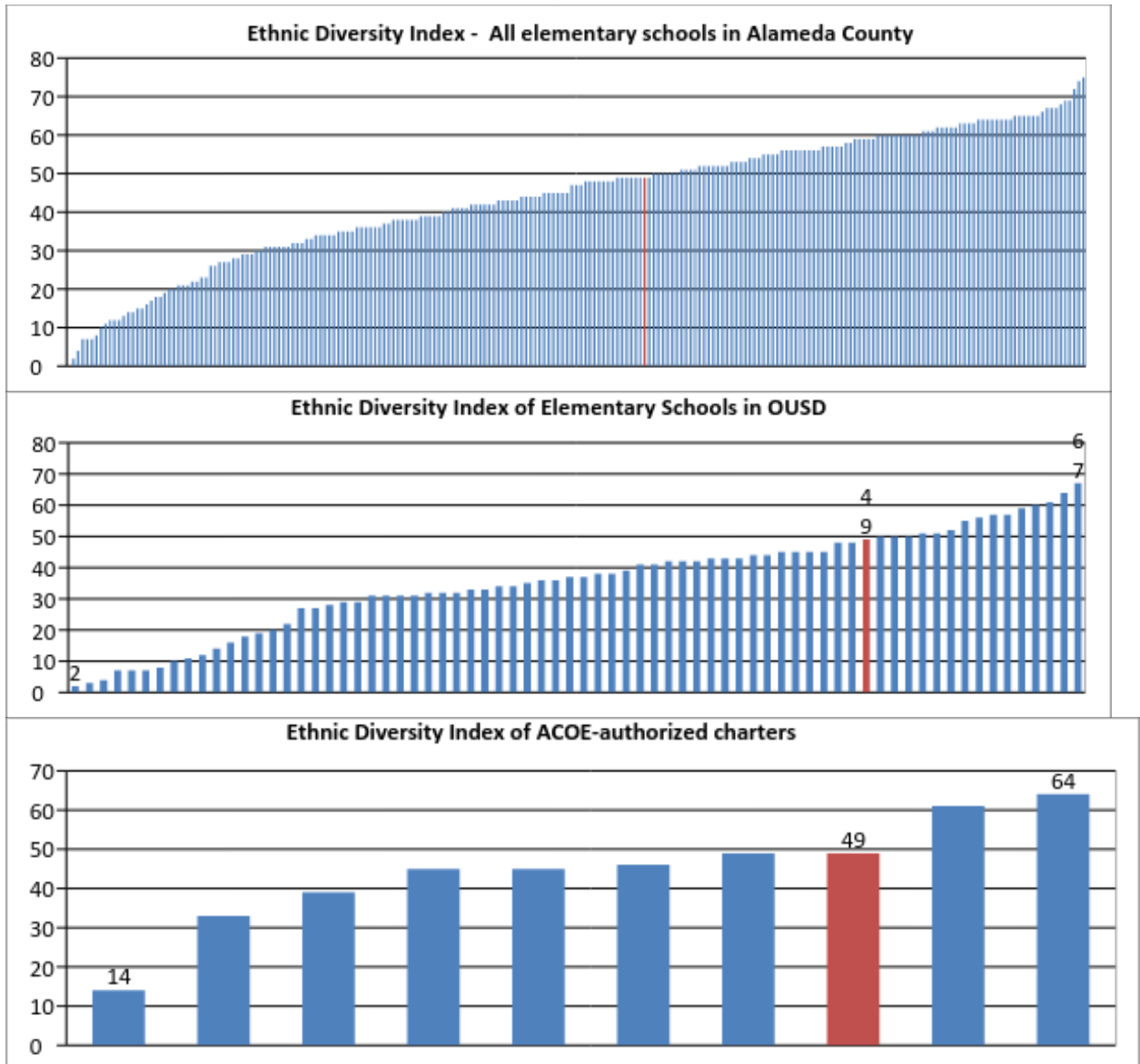
Additionally, the Charter School is open to exploring and potentially participating in enrollment diversity initiatives led by ACOE, school districts within Alameda County, or other local organizations.

The Office Manager and parent volunteers field calls about enrollment, coordinate and staff open houses and presentations, and assist individual families to fill out the Enrollment Form if needed.

→ See Appendix VI for Enrollment Outreach workplan and sample recruiting materials

Ethnic Diversity Index

The Charter School's Ethnic Diversity Index for 2013-2014 was 49 – more diverse than 57% of the elementary schools in Alameda County, more diverse than 80% of the elementary schools in Oakland Unified School District (where the Charter School is located), and the third most diverse of the 10 schools authorized by ACOE.



Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school.

- California Education Code Section 47605.6(b)(5)(N)

No student may be required to attend the Charter School. Students who reside within any school district in which the Charter School operates a school site who choose not to attend the Charter School may attend school within that school district according to its policy or at another school district or school within the district through its intra- and inter-district transfer policies. The parent or guardian of each student enrolled in the Charter School shall be notified on admissions forms that the student(s) has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment

in the Charter School, except to the extent that such a right is extended by the local educational agency.

Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
 - (III) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

- California Education Code Section 47605.6(b)(5)(f)

The Charter School has established a school-wide behavior plan that makes expectations for student behavior clear, provides for extrinsic rewards (while building towards students developing the ability to provide their own intrinsic rewards), and describes consistent and escalating consequences for inappropriate behavior. This plan is distributed to families and students, and students are taught the elements of the plan.

→ See Appendix II for Family Handbook, which includes Code of Conduct

Suspension and Expulsion Policy and Procedures

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 non-charter 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 and involuntary disenrollment 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights

holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

The School shall not dismiss students for any of the following reasons: poor achievement or minimum grade point average, incomplete or missing assignments, poor attendance, and discipline issues that do not meet the School's criteria for expulsion.

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, 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) 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 or transmission originated on or off the school site, 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, video, 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. An act of cyber sexual bullying.

- (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) 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.

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.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

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, 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) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) 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.
- p) 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.

- q) 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.
- r) 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.
- s) 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.
- t) 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 or transmission originated on or off the school site, 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, video, 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. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iv. 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.
- u) 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).
- v) 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.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel and/or 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, in accordance with Education Code Section 47605.6(b)(5)(J)(i). 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

As required by Education Code Section 47605.6(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

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 shall 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. Each entity shall be presided over by a designated neutral hearing chairperson. 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. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary

Removal 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 student shall remain in the interim alternative educational setting pending the decision of

the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k) until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting 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.

VII. Reporting and Accountability

Budgets and Cash Flow

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.

- California Education Code Section 47605.6(h)

The Charter School has been financially healthy and stable since opening, with positive fund balances and a reserve far in excess of the state minimum.

Sources of Funds

Nearly 60% of funds for the Charter School's operations come from the State of California and local in-lieu of property taxes, in the form of the standard per-student allocation under Local Control Funding Formula (LCFF) based on Average Daily Attendance (ADA"). The Charter School receives other state and federal funds for special populations and specific programs, comprising 10% of funding. Grants and parent fundraising have historically contributed 15%, or about \$1,000 per child, and sliding scale fees for after school program and food service revenue account for 17%.

Uses of Funds

Annually, most (nearly 60%) of the Charter School's funds are used to cover personnel costs, including salaries and benefits for classified and certificated employees. This percentage has increased over time as enrollment has grown, enabling the Charter School to hire more full time employees instead of using part-time consultants. 14% is used for consultants, including special subject teachers, after-school programs, and professional service fees. About 9% is used for facilities, including rent, capital investments, utilities and maintenance. The School's Special Education encroachment on general funds is 5%, or about \$380 per enrolled student. 3% of expenses in the budget are food service costs. The remaining 10% of the annual budget goes towards other direct program and operating costs, such as classroom supplies, books, non-capitalized equipment and furniture, field trips, recruiting, and professional development.

→ Please see Appendix VII for historical financials, financial projections (2 scenarios) and cash flow (2 scenarios) as required by Education Code Section 47605.6(h). These documents are based upon the best data available to the Petitioners at the date of submission.

Financial Reporting

By July 1 of each calendar year, the Charter School provides a draft budget for the following school year to the County, including its estimate for enrollment and its Average Daily Attendance assumptions. The Charter School shall comply with all other financial reports

required by Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from the County and other authorized reporting agencies.

Insurance

The Charter School shall maintain and finance general liability, workers compensation, and other necessary insurance for the Charter School of the types and in the amounts required for an enterprise of similar purpose and circumstance. The County Board of Education shall be named as an additional insured on all policies of the Charter School.

The Charter School shall provide evidence of the above insurance coverage as required by the County.

Administrative Services

*Governing Law: The manner in which administrative services of the charter school are to be provided.
- California Education Code Section 47605.6(h)*

The Charter School contracts with EdTec for some financial services, including state reporting and compliance. The Charter School is responsible for all of its own personnel salary and benefit plans, provisions and costs. In the event that any administrative services are to be provided by the County, the specifics will be agreed to in a Memorandum of Understanding between the Charter School and the County.

Facilities

Governing Law: The location of each charter school facility that the petitioner proposes to operate.

- California Education Code Section 47605.6(b)(5)(D)

Governing Law: A description of the facilities to be utilized by the school.

- California Education Code Section 47605.6(b)

The Charter School currently operates in two locations two blocks apart: a former parochial school at 1086 Alcatraz Ave, Oakland, CA 94608 and an Oakland Unified Early Childhood Center at 6232 Herzog Street, Oakland, CA, 94608. Both sites have been leased (from Catholic Diocese of Oakland / St. Columba Church and Oakland Unified School District, respectively).

Both sites are compliant with Education Code Section 47610. Both sites have been approved by the local fire marshal for the intended use by the Charter School. Neither site is sufficiently large on its own to house the Charter School's full student population and programs.

Use of Facilities

In the 2015-2016 school year, the facility at 1086 Alcatraz houses grades Kindergarten through second grade and the fifth grade – a total of 215 students. The building has 11 classrooms. Mandarin teachers and English teachers each have dedicated classrooms. 1 classroom is used as a staff room, and another as a computer lab. The building also has 5 offices which are used for administration or individualized instruction. Physical education classes are usually held outside on the playground; music and art classes are typically held in Mandarin classrooms. Students have lunch in the multi-purpose room or outside in the garden under a shade canopy. Recess is held outside, on the enclosed blacktop area or play structure. Yu Ming's after-school program, operated by the YMCA, is also housed at the Alcatraz site from 3pm to 6pm Monday through Thursday and from 1pm to 6pm on Fridays.

The facility at 6232 Herzog Street currently houses 112 students in third and fourth grade. It has a total of 6 classroom spaces and 3 offices with additional storage space, a courtyard with a play structure, a cafeteria and a kitchen. Mandarin teachers and English teachers each have dedicated classrooms; music and art classes are also held in those rooms. Students walk to the nearby public Golden Gate Recreation Center for physical education, and are escorted by their teachers to our 1086 Alcatraz location to use the computer lab. For the after school program, YMCA staff accompanies participating students from the Herzog building to the Alcatraz site.

Students will start and finish their day at the same location and any movement from one location to another will always be accompanied by a member of the Charter School staff.

→ Please see Appendix VII for the lease agreements for 1086 Alcatraz Avenue and 6232 Herzog Street, Oakland.

Search for Permanent Facility

To further diversify the student population and serve more students, the Charter School will seek modest expansions at its current locations and/or seek new facilities. The Board of Directors has established a Facilities Committee, led by an experienced real estate developer, to identify and secure long-term permanent facilities to house the entire school, kindergarten through 8th grade, as well as any interim facilities needed until then.

Specifically, we are looking for long-term sites, ideally in northern and/or central Alameda County, that can accommodate classrooms for core and special subjects, library, small group instruction rooms, administrative offices, and multi-purpose room, along with outdoor play space and parking. We are actively pursuing all possible options, including underutilized school district facilities, parochial schools, and leased or purchased private sector buildings or land for renovation or new construction.

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or that are compliant with the State Building Code. The facilities shall be approved by the local or state fire marshal for the intended use. The Charter School agrees to continue to test sprinkler systems, fire extinguishers, and fire alarms at its facilities to ensure that they are maintained in an operable condition at all times.

Independent Fiscal Audit

Governing Law: The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.

- California Education Code Section 47605.6(b)(5)(I)

Since founding, annual independent fiscal audits of the Charter School's financials have been clean: each year, auditors have rendered an unqualified opinion stating that the financial statements present a fair and accurate picture of the Charter School and comply with generally accepted accounting principles. The annual audits of the books and records of the Charter School is conducted as required under the Charter Schools Act, Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the Charter School are kept in accordance with generally accepted accounting principles, and as required by applicable law, and the audit employs generally accepted accounting procedures. The audits have been and will continue to be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

The Charter School's Treasurer leads the Board in selecting an independent auditor and overseeing the independent audit. The Charter School has used and will continue to use an auditor with a CPA and educational institution audit experience, who is approved by the State Controller on its published list as an educational audit providers. To the extent required under applicable federal law, the audit scope shall be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audits are completed within six months of the close of the fiscal year. A copy of the auditor's findings are forwarded to the County Superintendent of Schools, the State Controller,

and to the CDE by the 15th of December of each year. If any audit exceptions or deficiencies are identified, the Board of Directors shall review the exception and/or deficiencies, develop a plan to resolve them, and submit a report to the County proposing how and by when the exceptions and/or deficiencies have been or will be resolved to the satisfaction of the County. Any disputes between the County and the Charter School regarding the resolution of audit exceptions and deficiencies shall be referred to the dispute resolution process referenced in Section V of this Charter. The independent fiscal audit of the Charter School is a public record to be provided to the public upon request.

Direct Funding

The Charter School shall receive funding pursuant to Education Code Section 47630 et seq. and elects to receive its funding directly from the state pursuant to Education Code Section 47651. Any funds due to the Charter School that flow through the County shall be forwarded to the Charter School in a timely fashion. During the term of this charter petition, the Charter School and the County shall negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

County Fee for Oversight

The County may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the charter school's revenue, or the County may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the County.

Concurrent Enrollment

The School will not seek funding for any pupil who also attends a private school that charges the pupil's family tuition.

Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.

- California Education Code Section 47605.6(b)(5)(P)

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for the closure. The official action will also identify an entity and person or persons responsible closure-related activities.

The Board of Directors or its designee will promptly notify parents and students of the Charter School, the County Office of Education, the School's SELPA, retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians

may obtain copies, including specific information on completed courses and credits that meet graduation requirements.

The Board or its designee will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the County to store original records of Charter School students. All records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political

subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in the Appendix, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

VIII. Impact on Charter Authorizer

Governing Law: Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate and upon the county board of education.

- California Education Code Section 47605.6(b).

The Charter School is operated as a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall continue to work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School and County may enter into a memorandum of understanding, wherein the Charter School shall indemnify County for the actions of the Charter School under this charter.

The corporate bylaws of the Corporation provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts are determined by recommendation and the Charter School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School shall be responsible for all supplies and equipment that it purchased and, in the event of loss by fire, disaster, or theft, the County shall have no responsibility for such items. Further, the County shall have no responsibility for losses of student property for any reason whatsoever and the Charter School shall hold the County harmless from any such losses.

The Charter School has instituted appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

IX. Miscellaneous charter-Related Issues

Term of Charter Renewal Petition

The Charter School's renewal charter shall begin on July 1, 2016 and expire five years thereafter on June 30, 2021. Any material revisions to Charter School's charter shall be made by the mutual agreement of the governing board of the Charter School and the County in accordance with Education Code Section 47607. The Charter School may present a petition to renew or materially revise the Charter, and the County agrees to respond to such petitions pursuant to the process, criteria and timelines specified in Education Code Section 47605 and applicable provisions of the California Code of Regulations.

Interpreting the Charter

All terms of the charter that can be interpreted as within the intent of the California Education Code shall be interpreted in such a manner.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Charter School and the County. The County and the Charter School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Changes in the law or the County administration related to charter schools occur from time to time. The Charter School shall fully comply with all such legal and/or administrative changes. Modifications to this charter pursuant to such changes shall be deemed administrative amendments and shall not be considered "material revisions" requiring approval pursuant to Education Code §47607(a)(1).

Revoking the Charter

The County may revoke the charter of the Charter School in accordance with Education Code Section 47607 and its implementing regulations.

X. Conclusion

By approving this charter renewal, the County is fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Charter School is eager to continue to work independently, yet cooperatively with the County to establish the highest bar for what a charter school can and should be. To this end, the Charter School pledges to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible proposal for charter renewal requesting a five year term from July 1, 2016 through June 30, 2021.



Board of Directors Retreat
September 15, 2019
AGENDA ITEM INFORMATION

Agenda Item	2019-20 Board Meeting Schedule
Time Allotted	7 mins
Background	<p>The following dates are suggested based on a doodle poll shared in advance of the 9/15 Board retreat:</p> <ul style="list-style-type: none">● Oct 24, Oct 10● Dec 13 - Dec 12, Dec 19● Jan 24 - Jan 23, Jan 16● Mar 5, Feb 27● May 14, May 7● June 18, June 17
Summary	N/A
Type	Vote on finalized schedule
Key Questions	N/A