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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

Sue Park, Head of School
Principal, Yu Ming Charter

About Our School

Contact

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

Phone: 510-452-2063
E-mail: office@yumingschool.org
About This School

Contact Information (School Year 2016-17)

<table>
<thead>
<tr>
<th>District Name</th>
<th>Alameda County Office of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number</td>
<td>(510) 887-0152</td>
</tr>
<tr>
<td>Superintendent</td>
<td>L Karen Monroe</td>
</tr>
<tr>
<td>E-mail Address</td>
<td><a href="mailto:lkmonroe@acoe.org">lkmonroe@acoe.org</a></td>
</tr>
<tr>
<td>Web Site</td>
<td><a href="http://www.acoe.org">http://www.acoe.org</a></td>
</tr>
</tbody>
</table>

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

School Description and Mission Statement (School Year 2016-17)

Yu Ming Charter School provides a challenging and comprehensive education for kindergarten through grade 5 students (with plans to become a K-8 school by 2019) 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 skills 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 environment

Yu Ming Charter School aims to enroll students whose diversity is representative of Alameda County's general population.
Student Enrollment by Grade Level (School Year 2015-16)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>53</td>
</tr>
<tr>
<td>Grade 1</td>
<td>53</td>
</tr>
<tr>
<td>Grade 2</td>
<td>52</td>
</tr>
<tr>
<td>Grade 3</td>
<td>52</td>
</tr>
<tr>
<td>Grade 4</td>
<td>53</td>
</tr>
<tr>
<td>Grade 5</td>
<td>44</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>307</td>
</tr>
</tbody>
</table>

Student Enrollment by Student Group (School Year 2015-16)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>3.3 %</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Asian</td>
<td>42.7 %</td>
</tr>
<tr>
<td>Filipino</td>
<td>2.3 %</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>4.2 %</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.0 %</td>
</tr>
<tr>
<td>White</td>
<td>9.1 %</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>38.1 %</td>
</tr>
<tr>
<td>Other</td>
<td>0.3 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Group (Other)</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>6.8 %</td>
</tr>
<tr>
<td>English Learners</td>
<td>15.3 %</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>5.5 %</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0.0 %</td>
</tr>
</tbody>
</table>
A. Conditions of Learning

State Priority: Basic

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

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

### Teacher Credentials

<table>
<thead>
<tr>
<th>Teachers</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014-15</td>
<td>2015-16</td>
</tr>
<tr>
<td>With Full Credential</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Teachers Teaching Outside Subject Area of Competence (with full credential)</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

### Teacher Misassignments and Vacant Teacher Positions

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misassignments of Teachers of English Learners</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.
Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

<table>
<thead>
<tr>
<th>Location of Classes</th>
<th>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</th>
<th>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>This School</td>
<td>92.0%</td>
<td>8.0%</td>
</tr>
<tr>
<td>All Schools in District</td>
<td>95.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td>High-Poverty Schools in District</td>
<td>95.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Low-Poverty Schools in District</td>
<td>96.0%</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

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

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

Last updated: 1/26/2017

Last updated: 1/31/2017
An inspection of the 1086 Alcatraz Avenue school site was conducted on February 13, 2013. The resulting FIT report gave the school a rating of 87.40% and "FAIR". The school received 100% in 'cleanliness' and 92.5% in safety.

The following "Tenant Improvements" include, but were not limited to: Lead abatement on external windows, mold testing and air scrubbing in the basement, installment of a security alarm, CCTV, intercom and fire alarm, rust removal and painting of the play structure, emergency exit doors fixed (where needed) light and electrical outlet repairs and interior painting, all fire extinguishers were re-filled. All of these improvements were completed before students moved in to the facility on February 25th 2013.

The two annex rooms, used as grade 3 classrooms last year and as a Wellness Center and , were inspected for seismic retrofitting over the 2013 summer break and were found to have already been re-fitted. The Annex's roof was re-covered and the gutters were fixed.

An inspection of the 6232 Herzog Street school site was conducted on July 21st, 2014 prior to the site being renovated. The resulting FIT report gave the school a rating of 81.73% and 'FAIR'. The school received GOOD in 'systems', 'safety' and 'structural', FAIR in 'cleanliness', 'electrical', 'restrooms' and 'external'. The primary area of concern was in 'interior surfaces' which received a rating of 'POOR'.

The following 'Tenant Improvements' were included but were not limited to; For building A & B: "All rooms must be deep cleaned and or painted prior to occupancy, rust stains in toilets must be removed, flush sink water systems to remove rust and install new filters, remove debris from floor drains". The courtyard black top was reported as 'uneven' and a 'potential tripping hazard'. For building A; some floor tiles were missing in multiple rooms and in others needed repairing, stall doors were missing from toilets. In building B; more floor tiles were missing or needed repairing; the kitchen needed a deep clean and painting; the floor drain in the kitchen needed un-clogging; toilets needed a deep cleaning. All Tenant Improvements recommended were addressed before students moved in. A deep clean was done throughout the property, the entire interior was professionally repainted, tiles were replaced and the carpet of building A was replaced rather than cleaned.
B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percent of Students Meeting or Exceeding the State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>English Language Arts / Literacy (grades 3-8 and 11)</td>
<td>76.0%</td>
</tr>
<tr>
<td>Mathematics (grades 3-8 and 11)</td>
<td>88.0%</td>
</tr>
</tbody>
</table>

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

---

Last updated: 1/26/2017
CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>53</td>
<td>51</td>
<td>96.2%</td>
<td>76.5%</td>
</tr>
<tr>
<td>Male</td>
<td>26</td>
<td>26</td>
<td>100.0%</td>
<td>69.2%</td>
</tr>
<tr>
<td>Female</td>
<td>27</td>
<td>25</td>
<td>92.6%</td>
<td>84.0%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>22</td>
<td>21</td>
<td>95.5%</td>
<td>95.2%</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>20</td>
<td>19</td>
<td>95.0%</td>
<td>68.4%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>English Learners</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/26/2017
### ELA - Grade 4

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>53</td>
<td>53</td>
<td>100.0%</td>
<td>83.0%</td>
</tr>
<tr>
<td>Male</td>
<td>26</td>
<td>26</td>
<td>100.0%</td>
<td>69.2%</td>
</tr>
<tr>
<td>Female</td>
<td>27</td>
<td>27</td>
<td>100.0%</td>
<td>96.3%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>20</td>
<td>20</td>
<td>100.0%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>20</td>
<td>20</td>
<td>100.0%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>English Learners</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/26/2017
### ELA - Grade 5

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>46</td>
<td>45</td>
<td>97.8%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Male</td>
<td>27</td>
<td>27</td>
<td>100.0%</td>
<td>74.1%</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>18</td>
<td>94.7%</td>
<td>88.9%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
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</tr>
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<tr>
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<td>Hispanic or Latino</td>
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<tr>
<td>Native Hawaiian or Pacific Islander</td>
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<tr>
<td>White</td>
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<tr>
<td>Two or More Races</td>
<td>19</td>
<td>19</td>
<td>100.0%</td>
<td>84.2%</td>
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<tr>
<td>Socioeconomically Disadvantaged</td>
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<tr>
<td>English Learners</td>
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<tr>
<td>Students with Disabilities</td>
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<tr>
<td>Students Receiving Migrant Education Services</td>
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<tr>
<td>Foster Youth</td>
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</tbody>
</table>

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Last updated: 1/26/2017
<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
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<td>All Students</td>
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<tr>
<td>Male</td>
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<td>Black or African American</td>
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<td>American Indian or Alaska Native</td>
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<td>Native Hawaiian or Pacific Islander</td>
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<td>Two or More Races</td>
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<td>English Learners</td>
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Last updated: 1/26/2017
### ELA - Grade 7

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<tr>
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<td>Black or African American</td>
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<td>American Indian or Alaska Native</td>
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<td>Asian</td>
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<td>Hispanic or Latino</td>
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<td>Native Hawaiian or Pacific Islander</td>
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<td>White</td>
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<td>Two or More Races</td>
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<td>English Learners</td>
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Last updated: 1/26/2017
### ELA - Grade 8

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<tr>
<td>Male</td>
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<tr>
<td>Female</td>
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<td>American Indian or Alaska Native</td>
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<td>Filipino</td>
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<td>Hispanic or Latino</td>
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<td>Native Hawaiian or Pacific Islander</td>
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<td>White</td>
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<td>Two or More Races</td>
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<tr>
<td>English Learners</td>
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<td>Students with Disabilities</td>
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<tr>
<td>Foster Youth</td>
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<tr>
<th>Student Group</th>
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<th>Number Tested</th>
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<tr>
<td>Male</td>
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<td>Black or African American</td>
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<td>American Indian or Alaska Native</td>
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<td>Native Hawaiian or Pacific Islander</td>
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<td>English Learners</td>
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Last updated: 1/26/2017
## CAASPP Test Results in Mathematics by Student Group

### Grades Three through Eight and Grade Eleven (School Year 2015-16)

### Mathematics - Grade 3

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<thead>
<tr>
<th>Student Group</th>
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<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
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<td>All Students</td>
<td>53</td>
<td>51</td>
<td>96.2%</td>
<td>82.4%</td>
</tr>
<tr>
<td>Male</td>
<td>26</td>
<td>26</td>
<td>100.0%</td>
<td>84.6%</td>
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<tr>
<td>Female</td>
<td>27</td>
<td>25</td>
<td>92.6%</td>
<td>80.0%</td>
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<tr>
<td>Black or African American</td>
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<td>--</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
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</tr>
<tr>
<td>Asian</td>
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<td>21</td>
<td>95.5%</td>
<td>95.2%</td>
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<tr>
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</tr>
<tr>
<td>Two or More Races</td>
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<td>95.0%</td>
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<tr>
<td>English Learners</td>
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<tr>
<td>Students with Disabilities</td>
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<tr>
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*Last updated: 1/26/2017*
### Mathematics - Grade 4

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<th>Percent Met or Exceeded</th>
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<td>Male</td>
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<td>26</td>
<td>100.0%</td>
<td>80.8%</td>
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<tr>
<td>Female</td>
<td>27</td>
<td>27</td>
<td>100.0%</td>
<td>96.3%</td>
</tr>
<tr>
<td>Black or African American</td>
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<td>20</td>
<td>100.0%</td>
<td>90.0%</td>
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</tbody>
</table>

**Note:** Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Last updated: 1/26/2017
## Mathematics - Grade 5

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>46</td>
<td>45</td>
<td>97.8%</td>
<td>77.8%</td>
</tr>
<tr>
<td>Male</td>
<td>27</td>
<td>27</td>
<td>100.0%</td>
<td>74.1%</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>18</td>
<td>94.7%</td>
<td>83.3%</td>
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<tr>
<td>Black or African American</td>
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<td>--</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
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<td>--</td>
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</tr>
<tr>
<td>Asian</td>
<td>16</td>
<td>15</td>
<td>93.8%</td>
<td>66.7%</td>
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<tr>
<td>Filipino</td>
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<tr>
<td>Hispanic or Latino</td>
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<tr>
<td>Native Hawaiian or Pacific Islander</td>
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</tr>
<tr>
<td>White</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>19</td>
<td>19</td>
<td>100.0%</td>
<td>84.2%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
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<td>--</td>
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</tr>
<tr>
<td>English Learners</td>
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</tr>
<tr>
<td>Students with Disabilities</td>
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<td>--</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
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</tr>
<tr>
<td>Foster Youth</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

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

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

Last updated: 1/26/2017
<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>--</td>
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<td>--</td>
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<tr>
<td>Male</td>
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<tr>
<td>Female</td>
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<tr>
<td>Black or African American</td>
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<tr>
<td>American Indian or Alaska Native</td>
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<tr>
<td>Asian</td>
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<tr>
<td>Hispanic or Latino</td>
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<tr>
<td>Native Hawaiian or Pacific Islander</td>
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<td>White</td>
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<td>Two or More Races</td>
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<tr>
<td>English Learners</td>
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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.
<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
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<tr>
<td>Male</td>
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<td>Female</td>
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<td>Black or African American</td>
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<td>Hispanic or Latino</td>
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<td>Two or More Races</td>
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Last updated: 1/26/2017
### Mathematics - Grade 8

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
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<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Male</td>
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<tr>
<td>Female</td>
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<td>Black or African American</td>
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<td>American Indian or Alaska Native</td>
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<td>Asian</td>
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<td>Filipino</td>
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<td>Hispanic or Latino</td>
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<tr>
<td>Native Hawaiian or Pacific Islander</td>
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<tr>
<td>White</td>
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<tr>
<td>Two or More Races</td>
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<tr>
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<tr>
<td>English Learners</td>
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<tr>
<td>Students with Disabilities</td>
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<tr>
<td>Students Receiving Migrant Education Services</td>
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<td>--</td>
</tr>
<tr>
<td>Foster Youth</td>
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<td>--</td>
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<td>--</td>
</tr>
</tbody>
</table>

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

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Last updated: 1/26/2017
### Mathematics - Grade 11

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Male</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
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<tr>
<td>Female</td>
<td>--</td>
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</tr>
<tr>
<td>Black or African American</td>
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<tr>
<td>American Indian or Alaska Native</td>
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<tr>
<td>Asian</td>
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<td>Filipino</td>
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<tr>
<td>Hispanic or Latino</td>
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<tr>
<td>Native Hawaiian or Pacific Islander</td>
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<tr>
<td>White</td>
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<tr>
<td>Two or More Races</td>
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</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
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<td>--</td>
</tr>
<tr>
<td>English Learners</td>
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<tr>
<td>Students with Disabilities</td>
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</tr>
</tbody>
</table>

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_Last updated: 1/26/2017_
### CAASPP Test Results in Science for All Students

#### CAASPP Tests Results in Science by Student Group
**Grades Five, Eight and Grade Ten (School Year 2015-16)**

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number of Students with Valid Scores</th>
<th>Percent of Students with Valid Scores</th>
<th>Percent Proficient or Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>46</td>
<td>45</td>
<td>97.8%</td>
<td>82.2%</td>
</tr>
<tr>
<td>Male</td>
<td>27</td>
<td>27</td>
<td>100.0%</td>
<td>70.4%</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>18</td>
<td>94.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>16</td>
<td>15</td>
<td>93.8%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Filipino</td>
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<tr>
<td>Hispanic or Latino</td>
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<td>0.0%</td>
</tr>
<tr>
<td>White</td>
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<td>--</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>19</td>
<td>19</td>
<td>100.0%</td>
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<tr>
<td>Socioeconomically Disadvantaged</td>
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<td>--</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
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</tr>
<tr>
<td>Foster Youth</td>
<td>--</td>
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<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Career Technical Education Programs (School Year 2015-16)

For the school year 2015-2016 we were a K-5 school and do not offer career and technical education programs.

Career Technical Education Participation (School Year 2015-16)

<table>
<thead>
<tr>
<th>Measure</th>
<th>CTE Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Pupils Participating in CTE</td>
<td></td>
</tr>
<tr>
<td>Percent of Pupils Completing a CTE Program and Earning a High School Diploma</td>
<td>--</td>
</tr>
<tr>
<td>Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education</td>
<td>--</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>UC/CSU Course Measure</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percentage of Students Meeting Fitness Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Four of Six Standards</td>
</tr>
<tr>
<td>5</td>
<td>28.9%</td>
</tr>
</tbody>
</table>

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

Last updated: 1/26/2017
C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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.

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 monthly throughout the year, these 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 firsthand, or learn strategies 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 Council is led by two co-chairs that work closely with the principal advising on programs that impact families and is comprised of committee heads that advise the principal. These committees also provide many opportunities for involvement in the life of the school community. Two members of the Board of Directors are elected by the parents and guardians of Yu Ming students. Family members with relevant experience or expertise serve as members of Board committees as determined by the Committee Chair. 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 winter, parents will be asked to complete a survey evaluating the Charter School, the Principal and their child’s teacher. The survey results will be reviewed by the Charter School Board of Directors and staff and are considered in setting 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 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.

State Priority: Pupil Engagement

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

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>11.4%</td>
<td>11.5%</td>
<td>10.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td>80.44</td>
<td>80.95</td>
<td>82.27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Completion of High School Graduation Requirements - Graduating Class of 2015

### (One-Year Rate)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>--</td>
<td>84</td>
<td>85</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>68</td>
<td>77</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>100</td>
<td>75</td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td>100</td>
<td>99</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>71</td>
<td>97</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>--</td>
<td>92</td>
<td>84</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>--</td>
<td>67</td>
<td>85</td>
</tr>
<tr>
<td>White</td>
<td>--</td>
<td>90</td>
<td>87</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>64</td>
<td>91</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>--</td>
<td>97</td>
<td>77</td>
</tr>
<tr>
<td>English Learners</td>
<td>--</td>
<td>73</td>
<td>51</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>--</td>
<td>78</td>
<td>68</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
State Priority: School Climate

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

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

### Suspensions and Expulsions

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>0.9</td>
<td>1.2</td>
<td>1.0</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

### School Safety Plan (School Year 2016-17)

The school has two separate Safety Plans, one for each campus. These plans were revised in the summer of 2016 in order to be ready for the coming school year. Staff were trained in the first week of school (August 1st to 5th) on the salient points of the plan and in more detail on the protocols for:

- Lockdown drills, earthquake drills, fire drills, and bomb threat drills.
- Intruder drills and earthquake drills are twice a year.
- Fire drills are conducted once a quarter.
- Bomb threat/major disaster drills are conducted twice a year.

For fire drills students are escorted by teachers off campus to a collection point where attendance is checked before returning to campus. The goal is to have all students exit the building from the nearest exit and to have the school site checked by administration within 2 minutes. Emergency backpacks, kept in the rooms by the door are taken out to the collection point by the teachers.

For earthquake protocol we have 2 procedures, one is for staying on the campus and one if for exiting the campus. The collection point for the former is at the field at Golden Gate Playground. The collection point at Herzog is also at the field at Golden Gate Playground. The offsite collection points are the same as for the fire drills.
Lock down/ intruder alert protocol requires both sites to use an intercom / two way radios to communicate the initiation of lockdown. This is an on-site drill.
D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Improvement Status</td>
<td></td>
<td>In PI</td>
</tr>
<tr>
<td>First Year of Program Improvement</td>
<td></td>
<td>2008-2009</td>
</tr>
<tr>
<td>Year in Program Improvement</td>
<td></td>
<td>Year 3</td>
</tr>
<tr>
<td>Number of Schools Currently in Program Improvement</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td>Percent of Schools Currently in Program Improvement</td>
<td>N/A</td>
<td>71.4%</td>
</tr>
</tbody>
</table>

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14 | | | | 2014-15 | | | | 2015-16 | | |
|-------------|--------|---|---|---|--------|---|---|---|--------|---|---|---|
|              | Average Class Size | 1-20 | 21-32 | 33+ |        | 1-20 | 21-32 | 33+ | Average Class Size | 1-20 | 21-32 | 33+ |
| K            | 26.0   | 0  | 2  | 0  | 26.0   | 0  | 2  | 0  | 27.0   | 2    | 2    |
| 1            | 28.0   | 0  | 2  | 0  | 27.0   | 0  | 2  | 0  | 27.0   | 2    | 2    |
| 2            | 26.0   | 0  | 2  | 0  | 26.0   | 0  | 2  | 0  | 26.0   | 2    | 2    |
| 3            | 26.0   | 0  | 2  | 0  | 26.0   | 0  | 2  | 0  | 26.0   | 2    | 2    |
| 4            | 0.0    | 0  | 0  | 0  | 24.0   | 0  | 2  | 0  | 27.0   | 2    | 2    |
| 5            | 0.0    | 0  | 0  | 0  | 0.0    | 0  | 0  | 0  | 23.0   | 2    | 2    |
| 6            | 0.0    | 0  | 0  | 0  | 0.0    | 0  | 0  | 0  | 0.0    | 0    | 0    |
| Other        | 0.0    | 0  | 0  | 0  | 0.0    | 0  | 0  | 0  | 0.0    | 0    | 0    |

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of FTE* Assigned to School</th>
<th>Average Number of Students per Academic Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor (Social/Behavioral or Career Development)</td>
<td>1.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Library Media Teacher (Librarian)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Media Services Staff (Paraprofessional)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Psychologist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td>1.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td>0.3</td>
<td>N/A</td>
</tr>
<tr>
<td>Resource Specialist (Non-teaching)</td>
<td>1.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Expenditures Per Pupil</th>
<th>Expenditures Per Pupil (Supplemental/Restricted)</th>
<th>Expenditures Per Pupil (Basic/Unrestricted)</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>$11232.0</td>
<td>$1296.0</td>
<td>$9936.0</td>
<td>$52354.0</td>
</tr>
<tr>
<td>District</td>
<td>N/A</td>
<td>N/A</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Percent Difference – School Site and District</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>State</td>
<td>N/A</td>
<td>N/A</td>
<td>$5677.0</td>
<td>$0.0</td>
</tr>
<tr>
<td>Percent Difference – School Site and State</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.
Yu Ming Charter School is dedicated to ensuring student success, and in the 2015-2016 school year we implemented a variety of services in order to support our students. To begin, the school funded a Director of Chinese Programs and an Assistant Principal who in collaboration with the Head of School, provided weekly professional development opportunities for teachers to improve their teaching practices. This allowed for more differentiation and targeted support in the classroom. In addition to classroom wide systems, Yu Ming also funded two part time reading coaches for English Response to Intervention and targeted English Language Development support for English Learners. Chinese fluent paraprofessionals were also funded to support Chinese Response to Intervention. These coaches provided push in services to assist students in the classroom, as well as pull out sessions to continue to address any achievement gaps as measured by assessments. The school also supported a Student Support Services team including a Resource Teacher and Special Education Coordinator to ensure Individualized Education Plans (IEP) were supported. The school maintained contracts with third party partners in order to provide additional services such as Speech Language, Occupational Therapy, and Behavior Intervention coaching. Finally, Yu Ming developed the CARES system, a school-wide Positive Behavior and Intervention System (PBIS) which supported the social emotional skill building and support for all students. Students who required additional social/emotional support as part of their identified IEP services were provided counseling through the school counselor and a contracted psychologist.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average For Districts In Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td>--</td>
<td>$</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td>--</td>
<td>$</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td>--</td>
<td>$</td>
</tr>
<tr>
<td>Average Principal Salary (Elementary)</td>
<td>--</td>
<td>$</td>
</tr>
<tr>
<td>Average Principal Salary (Middle)</td>
<td>--</td>
<td>$</td>
</tr>
<tr>
<td>Average Principal Salary (High)</td>
<td>--</td>
<td>$</td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td>--</td>
<td>$</td>
</tr>
<tr>
<td>Percent of Budget for Teacher Salaries</td>
<td>--</td>
<td>0.0%</td>
</tr>
<tr>
<td>Percent of Budget for Administrative Salaries</td>
<td>--</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

For detailed information on salaries, see the CDE Certified Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.
**Advanced Placement (AP) Courses (School Year 2015-16)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of AP Courses Offered*</th>
<th>Percent of Students In AP Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>All Courses</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Last updated: 1/31/2017
Over the last three years Yu Ming Charter School teaching staff has dedicated at least 6 full days and 2.5 hours every Friday to professional development in addition to weekly professional learning communities organized by grade level and by department. When teachers accept an offer from Yu Ming, they make a commitment to attend 6 full day trainings, participate in after school workshops, and professional learning communities that take place once a week during the school day. Teachers also have the opportunity to receive stipends to seek additional training outside our provided professional development series. Over the last three years, the major areas of focus have been in curriculum development, Common Core implementation with a specific focus on Mandarin and English literacy through a newly adopted writing curriculum, balanced literacy, and guided reading; school and classroom culture, and cultural competency. This year, Common Core professional development has focused on supporting teachers to utilize mathematical practices in instruction and assessment. We have also dedicated a large portion of professional development to implementing and aligning guided reading and writing practices in Mandarin and English. The professional development for Common Core and Classroom and School culture has been selected based on student achievement data, culture surveys, and classroom observations. School culture and climate professional development has been focused on Responsive Classroom and PBIS. This development has been focused on classroom routines, culture building, and school wide systems to support students. Diversity training has been focused on inclusion and cultural competence building. Diversity trainers have included Our Family Coalition, The National Equity Project, and other independent consultants.

As we have transitioned from being a new school to reaching full elementary capacity, we have invested time in developing teachers to make curricular decisions for the Chinese program aligned to our charter and vision. As a result, last year, we piloted 21st Century Modern Chinese Language curriculum, Better Immersion, and MeiZhouHuaYu and have provided development based on implementation for each. Among three pilot programs, Better Immersion was selected and is now implemented as the primary Chinese Language Arts curriculum in Grades K-5. Teachers have also attended and presented at the ACTFL, CLEF conferences focused on Chinese Instruction and Development. To foster the development of teachers who make data based decisions in both Mandarin and English, we have begun data cycles of inquiry each trimester to help us reflect on student achievement, adjust practice, and plan student centered instruction.

Teachers are supported in several ways during professional development. Teachers receive one on one coaching through classroom observations and feedback with the Head of School, Assistant Principal (2015-2016), Head of English, and Director of Curriculum and Instruction for Chinese (2014-2016). Several staff members including stipended lead teachers also serve as coaches and mentors providing coaching and targeted training for teachers.