

Summary of Findings Report: Yu Ming Charter School Renewal

November 20, 2020

Executive Summary

The Alameda County Office of Education’s Research, Assessment and Accountability Partnerships Team (RAAP) and District Advisory Services (DAS) has conducted a review of Yu Ming’s request for renewal. The ACOE Charter School Review Team was composed of the following staff members: Yosaira Espinoza, Juwen Lam, Scott Figgins, Natasha Y. Cotar, Amanda Bennett, Shannon O’Brien, Dr. Candi Clark, Charles Faulkner and Shirene Moreira.

The ACOE Charter School Review Team conducted a thorough review and analysis of the educational, operational, and financial information contained in the charter renewal. Pursuant to Education Code 47607 and 47607.2, the ACOE Charter School Review Team used a three-criteria system to evaluate Yu Ming Charter School’s renewal petition. The evaluation consisted of an analysis of Yu Ming’s performance, a review of the elements of a reasonably comprehensive petition, followed by a fiscal review and analysis of Yu Ming’s ability to serve all students.

Renewal Criterion

A charter school approaching the end of its current charter term must have demonstrated that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code 47607 and 47607.2 requires a three-criteria system for most charter schools seeking renewal, including additional criteria and conditions for evaluating the soundness of a school’s educational program

depending on the school's renewal performance category. As outlined in the [Policies and Procedures for Alameda County Authorized Charter Schools: Charter Petition Renewal Process](#), Yu Ming Charter School was reviewed under the three criteria listed below.

Criterion 1

The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Is the charter school performing at a low, middle, or high level (Ed. Code 47607(c), 47607.2(a), and 47607.2(b).)?
- Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school?
- Does the charter school have strong postsecondary outcomes, if applicable?

Criterion 2

The second criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 19 elements required for petitions (20 for countywide charter schools);
- Whether the charter school is likely to successfully implement the program set forth in the petition. Ed. Code 47607(b) provides that renewals are governed by the standards and criteria described in Ed. Code 47605, as applicable to initial petitions.

In order for a charter school's renewal petition to be approved, the petition must include reasonably comprehensive descriptions of the following elements:

1. Overview of Educational Program
2. Locally-Defined Pupil Outcomes
3. State Priority Area Goals and Actions
4. Special Education
5. Governance Structure
6. Employee Qualifications
7. School Safety
8. Racial Balance
9. Admissions Policy
10. Financial Audits

11. Suspension and Expulsion Procedures
12. Staff Retirement System
13. Attendance Alternatives
14. Post-Employment Rights of Employees
15. Dispute Resolution Process
16. Closure Procedures
17. Administrative Items
18. Facilities
19. Financial/Operational Plan
20. Charter School Facilities (countywide benefit charter petitions only)

Criterion 3

The third criterion considered in reviewing a renewal petition requires an analysis of the following:

- Is the charter school serving all students who wish to attend?
- Does the charter school have substantial fiscal or governance issues? (Ed. Code 47607(e))

Renewal Process

The ACOE Charter School Review Team has conducted a thorough review and analysis of the educational, operational, and financial information contained in the charter renewal petition of the charter. The review process also included a virtual site visit, fiscal review, and capacity interview, which provided opportunities to ask clarifying questions and to engage in interactive, real-time conversations with charter school leaders and design team members in order to assess the progress of the school.

Documentation

On September 11, 2020, the Alameda County Office of Education (ACOE) received a charter renewal petition from Yu Ming Charter School. The documentation provided by Yu Ming for this renewal included:

- Cover Letter
- Renewal Request
- Renewal Narrative
- Articles of Incorporation
- Revised Yu Ming Budget Projection
- Lease for 1086 Alcatraz Ave
- Sacred Heart Yu Ming Charter School Lease
- Evaluation Matrix
- Certification of Complete Charter Petition

ACOE staff issued a letter to Yu Ming Charter School on October 22, 2020, requesting additional information and clarifications. In response to ACOE staff's requests, Yu Ming submitted the following documentation on November 6, 2020:

- Response Letter to ACOE Clarifying Questions
- Proof of Yu Ming Charter School's "Active" status as a domestic nonprofit
- Comprehensive School Safety Plan
- 2021-22 Cash Flow Statement
- Local Control Funding Formula Calculator
- Letter of Determination from the City of Oakland

Renewal Site/Virtual Visit

ACOE staff conducted a Renewal Virtual Visit on October 6, 2020. The following Yu Ming Charter School administrators participated in the virtual site visit:

- Sue Park, Head of School
- Xinyi Xu, Director of Curriculum & Instruction

- Crystal Simmons, Director of Student Support Services

The [agenda](#) began with a meeting with ACOE and Yu Ming leadership about how distance learning is progressing for students, virtual visits of three classrooms followed by a conversation with the Director of Student Support Services about the programmatic needs of Students with Disabilities at Yu Ming.

Public Hearing

A public hearing was held on November 10, 2020, which provided an opportunity for ACOE's governing board to consider the level of support for the petition by teachers, parents, and the community. Public support was as follows: 359 comments were submitted in total with 354 in favor of approving the renewal petition, and 5 against approving the renewal petition.

Sue Park (Head of School), Reggie Lee (Board Chair), and Dr. Crystal Simmons (Director of Student Support Services) presented during Yu Ming Charter School's public hearing.

Capacity Interview

ACOE staff conducted a Capacity Interview on November 13, 2020. The following Yu Ming Charter School administrators participated in the virtual site visit:

- Sue Park, Head of School
- Brian Badillo, Finance Committee Member
- Angie Awayan, FSO Committee Member
- Lucia Hwang, Board Member

The Capacity Interview provided opportunities to ask clarifying questions that remained after receiving Yu Ming's response to ACOE staff's letter issued on October 22, 2020, requesting additional information. Yu Ming's leadership team provided clarifications on finances, educational program, facilities, and outstanding questions from the Public Hearing on November 10, 2020. The discussion that ensued was essential in assessing the progress of the school.

Summary of Findings

Information from the public hearing, charter renewal petition review, additional clarifying information received, and the capacity interview were used in preparing this report. A copy of the staff report will be provided to Yu Ming Charter School fifteen days prior to the Determination Hearing.

Criterion 1 Analysis

The first criterion considered in reviewing Yu Ming Charter School’s renewal petition required an analysis of the following:

- Is the charter school performing at a low, middle, or high level (Ed. Code 47607(c), 47607.2(a), and 47607.2(b).)?
- Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school?
- Does the charter school have strong postsecondary outcomes, if applicable?

Performance Category: CDE High-Performing

Under Assembly Bill 1505, charter authorizers must consider the charter school’s performance on the indicators included in the California School Dashboard when evaluating a petition to renew a charter school. AB 1505 further states that a chartering authority shall not deny renewal for a charter school that meets the high-performing criteria. A charter school is designated as high-performing if, in the two preceding years, it has either:

- a. Received the two highest performance levels schoolwide on all state indicators, which is all blue or green, or
- b. Received performance levels schoolwide and for a majority of subgroups that are the same or higher than the state average on the “academic performance indicators”—test-based indicators for English-Language Arts (ELA) and Mathematics, the English Language Progress Indicator (ELPI), and the College and Career Indicator (CCI).

Yu Ming meets the criteria for high-performing in both ways:

- a. Yu Ming received the highest performance level (blue) school-wide on both the 2018 and 2019 California School Dashboard.

Schoolwide Performance	Chronic Absenteeism	Suspension	Academic - ELA	Academic - Math
2018	BLUE	BLUE	BLUE	BLUE
2019	BLUE	BLUE	BLUE	BLUE

- b. Yu Ming received performance levels schoolwide, and for every student group, higher than the state average on all academic performance indicators.

Academic Performance	California State Average	Yu Ming (All Students)	Yu Ming (Asian)	Yu Ming (2 or More Races)
2018 - ELA	ORANGE	BLUE	BLUE	BLUE
2018 - Math	ORANGE	BLUE	BLUE	BLUE
2019 - ELA	GREEN	BLUE	BLUE	BLUE
2019 - Math	ORANGE	BLUE	BLUE	BLUE

Measurable Increases in Academic Achievement

Yu Ming has attained measurable increases in academic achievement both schoolwide and for every numerically significant student group. The tables below specify the growth attained for English-Language Arts and Mathematics over the past three iterations of the California School Dashboard.

Academic - ELA	2017	2018	2019
Dashboard Levels:	Too few students to earn a color performance level.		
Red	Orange	Yellow	Green
	Blue		
All Students	78.7 points above standard	96.2 points above standard	109.6 points above standard
English Learners	49.8 points above standard	53.9 points above standard	62.6 points above standard
Socioeconomically Disadvantaged	3.5 points above standard	53.7 points above standard	78.8 points above standard
Students with Disabilities	21.5 points above standard	13.1 points above standard	38.1 points above standard
Asian	75.7 points above standard	94.6 points above standard	106.2 points above standard
White	92.1 points above standard	101.3 points above standard	121.7 points above standard
Two or More Races	91.7 points above standard	101.1 points above standard	114.4 points above standard

Yu Ming as a whole, and every one of its numerically significant student groups, had higher average English-Language Arts scores in 2019 than 2017.

Academic - Math	2017	2018	2019
Dashboard Levels:	Too few students to earn a color performance level.		
Red	Orange	Yellow	Green
Blue			
All Students	75.0 points above standard	96.2 points above standard	105.4 points above standard
English Learners	58.6 points above standard	87.8 points above standard	74.7 points above standard
Socioeconomically Disadvantaged	22.6 points above standard	45.1 points above standard	61.1 points above standard
Students with Disabilities	0.7 points below standard	13.9 points above standard	46.5 points above standard
Asian	77.6 points above standard	102.2 points above standard	107.5 points above standard
White	77.8 points above standard	98.3 points above standard	117.5 points above standard
Two or More Races	74.7 points above standard	93.2 points above standard	101.5 points above standard

Yu Ming as a whole, and every one of its numerically significant student groups, had higher average Mathematics scores in 2019 than 2017.

Post-Secondary Outcomes

As Yu Ming is not a high school, no post-secondary outcomes data are available.

Criterion 2 Analysis

The second criterion considered in reviewing a renewal petition required an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 19 elements required for petitions (20 for countywide charter schools);
- Whether the charter school is likely to successfully implement the program set forth in the petition. Ed. Code 47607(b) provides that renewals are governed by the standards and criteria described in Ed. Code 47605, as applicable to initial petitions.

Sound Educational Program & Successful Implementation

Soundness of the educational program and capacity for implementation are assessed through the past performance of Yu Ming Charter School as indicators of likely future performance, including any applicable benchmarks that have been established. The ACOE Review Team conducted the analysis of Criterion 2 through the [Charter School Evaluation Matrix](#). In order for a charter school's renewal petition to be approved, the petition must include reasonably comprehensive descriptions of the following elements:

1. Overview of Educational Program
2. Locally-Defined Pupil Outcomes
3. State Priority Area Goals and Actions
4. Special Education
5. Governance Structure
6. Employee Qualifications
7. School Safety
8. Racial Balance
9. Admissions Policy
10. Financial Audits
11. Suspension and Expulsion Procedures
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Review of Elements of a Reasonably Comprehensive Charter Petition

Element 1 - Overview of Educational Program

The Overview of Educational Program element met the criteria that describes the educational program of Yu Ming Charter School, including: the students 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 petition's description of the educational program includes: the objective of enabling pupils to become self-motivated, competent, and lifelong learners; approximate numbers of pupils, grade levels, and specific educational interests, backgrounds, or challenges; and a clear, concise school mission statement with which all elements and programs of the school are in alignment.

The petition specifies a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population, and aligns with all statewide content and performance standards. The petition indicates the basic learning environment of the school, and how the instructional approach the charter school will use will enable the school's pupils to master the content standards for the four core curriculum areas (ELA, Mathematics, History/Social Science, Science). The petition indicates how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.

The petition discusses how the charter school will meet the needs of students with disabilities, English learners, students achieving substantially above or below grade-level expectations, and other special student populations, as well as how the proposed charter school serves the interests of the entire community in which it is proposing to locate by providing services, academic offerings, or programmatic offerings that do not exist in the district. The petition also describes how the charter school will, on a regular basis, consult with parents, legal guardians, and teachers regarding the charter school’s educational programs.

Element 2 - Locally-Defined Pupil Outcomes

The Locally-Defined Pupil Outcomes element met the criteria that identifies the student performance measures that Yu Ming Charter School defines apart from those defined by CDE. These include skills mastery in all core content areas, proficiency in Mandarin Chinese, service learning requirements demonstrating the character and values of global citizenship, and positive survey feedback on school climate and culture. Results from these measures are communicated to students, families, and stakeholders. Data from these measures are used by

teachers, staff, and administrators to inform instruction and individualized support, shape professional development and teacher collaboration, and adjust and direct schoolwide programs and services.

Element 3 - State Priority Area Goals and Actions

The State Priority Areas Goals and Actions element met the criteria that specifies the goals and actions that Yu Ming Charter School has set to address each State Priority Area. A baseline and measurable goals for every State-mandated metric were present, annualized for the subsequent seven years, including disaggregated goals for every numerically significant student group. In every case, the measurable goals aimed to maintain or even improve on existing high performance. Finally, for each school goal, Yu Ming indicated the relevant State Priority Areas and listed specific actions to be undertaken to achieve that goal (see Appendix A).

Element 4 - Special Education

The Special Education element met the criteria that identifies how Yu Ming Charter School will comply with the provisions of Education Code section 47641, the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school's understanding of its responsibilities under the law for special education pupils, and how the school intends to meet those responsibilities.

Element 5 - Governance Structure

The petition describes the governance structure of the charter school, as well as the process to be followed by the charter school to ensure parental involvement. The details of the organizational and technical designs of the governance structure included in the petition demonstrate that Yu Ming Charter School's Board of Directors have protocols in place to ensure that the charter school will remain a viable enterprise and to monitor the educational program. As part of its governance structure, the school has two parent-elected board members, and the petition describes the opportunities and expectations for families to be involved in various ways at the school and with their individual child's education. In addition to outlining its governance structure, ACOE has verified that Yu Ming's domestic nonprofit status in the state of California is active.

Element 6 - Employee Qualifications

The Employee Qualification element met the criteria which evaluates the effectiveness of Yu Ming Charter School's leadership and management structure, including thorough job qualification requirements, and a detailed hiring and onboarding process. Yu Ming Charter School's renewal petition included the qualifications for their Head of School, Principal, Director of Curriculum and Instruction, Assistant Principal, Director of Operations and Strategy,

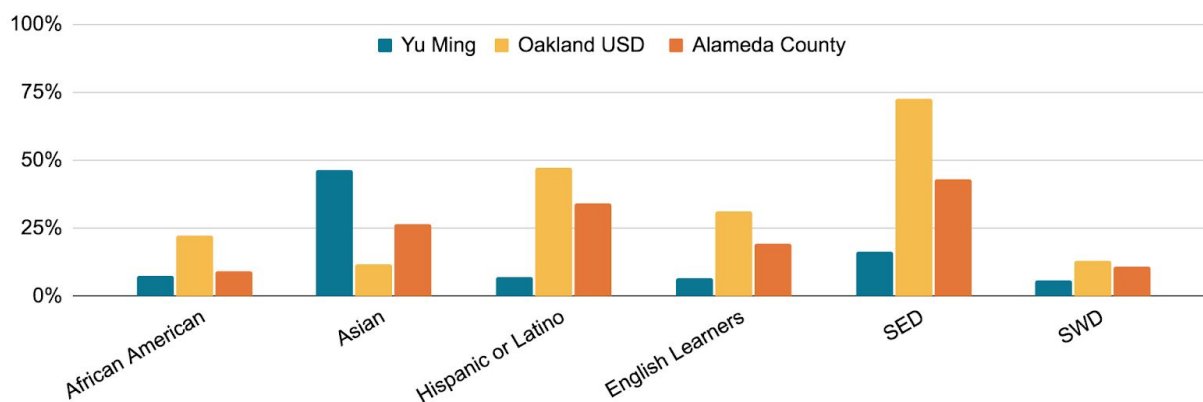
Extended Care Program Manager, Teachers, and Mandarin Teachers. The renewal petition outlines the process for teacher hiring and details professional development opportunities provided to their teachers.

Element 7 - School Safety

The School Safety element met the criteria that specifies the policies and procedures needed to be included in the Yu Ming Charter School’s Comprehensive School Safety Plan. The School safety plan includes policies and procedures for the following: suspension and expulsion, discrimination and harrassment, schoolwide dress code, school discipline, emergency response plan, and more. Yu Ming’s school safety plan includes the appropriate strategies and programs that will provide and maintain a safe and orderly environment conducive to learning. Yu Ming Charter School has committed to adopting a comprehensive school safety plan, which will be reviewed and updated by March 1 of every year.

Element 8 - Racial Balance

Yu Ming Charter School provides a description of efforts to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within Alameda County.



In order to increase the diversity of its enrolled students, Yu Ming Charter School has created a weighted preference in the random public drawing for residents in the local elementary school attendance area, along with using a wide variety of outreach activities to attract a diverse applicant. Some of these outreach activities include: creating and distributing information about the school in at least three (3) languages, posting all enrollment materials on the website in at least three (3) languages, conducting outreach to a variety of community organizations within a three (3) mile radius of the school, and hosting open house events and special tours. (For demographic data details, see Appendix B).

Element 9 - Admissions Policy

Yu Ming Charter School addresses the policies and procedures the charter school will use to admit students. It will: be nonsectarian in its programs, admission policies, employment practices, and all other operations; not charge tuition; not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or immigration status; not determine admission according to the place of residence of the pupil, or of that pupil's parent or legal guardian; admit all pupils who wish to attend the charter school, and if the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, will be determined by a public random drawing.

Furthermore, the petition includes admissions procedures specifying that: any type of preference in the admissions procedures must be approved by the chartering authority at a public hearing; any preferences in the admissions procedures will be consistent with federal law, the California Constitution, and Education Code Section 200; the charter school will not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, and the charter school will not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason.

Yu Ming Charter School uses a lottery system to select applicants for open slots in Grades Kindergarten - 8. In June 2020, Yu Ming received approval of material revision from the Alameda County Board of Education for increase in enrollment. Pursuant to the material revision, beginning in the 2021-22 school year, Yu Ming is planning to add three sections of Kindergarten. This leads to a total of 156 slots available each year, for every incoming Kindergarten class.

June 2020 Material Revision Approved Enrollment						
Grade Level	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	84	78	156	156	156	156
1	78	83	77	153	153	153
2	78	77	81	76	150	150
3	50	77	75	77	75	149
4	52	49	75	73	74	72
5	50	51	48	73	70	72
6	40	43	43	39	60	59
7	32	39	40	40	38	56
8	24	31	35	36	37	36
TOTAL	488	528	630	723	813	905*

Kindergarten Admissions Policy

In Yu Ming's approved material revision in December of 2019, Yu Ming revised their enrollment to increase the free or reduced-price lunch (FRL) categorial preference from 20% to 30% starting in 2021. With this change, 30% of the total Kindergarten slots must be reserved for FRL eligible students.

Preferences for admissions to Yu Ming Charter School are as follows:

1. Children of employees
2. Siblings of students admitted to or attending the Charter School
3. Founding Families
4. Children from families who qualify for Free or Reduced Price Lunch (FRL)
5. Children of Board members
6. Residents of the Local Elementary School Attendance Area in which Yu Ming is located
7. Residents of Alameda County
8. All other students in the State of California

For preference categories 1-3, applicants are assigned to open slots for Kindergarten. If there are more applicants in categories 1-3 than open slots, a random drawing of the remaining applicants is used to establish an ordered waitlist.

With each incoming Kindergarten class, 30% of the 156 available slots, or 47 slots, will be made available to students who are eligible for free or reduced-price lunch. All preference category 4 applicants are entered into a lottery. The first 47 applicants drawn from the lottery are given a slot. The remaining students in the lottery who were not provided with a slot are put back into the general lottery.

Weighted priorities are assigned to preference categories 5-8 for the general lottery. The remaining applicants will continue to be drawn and placed in order on the waitlist. Families must accept a lottery offer and submit registration documents by the registration deadline, typically in March of each year.

The Mandarin proficiency assessment is not administered to incoming Kindergarten students.

Grades 1-8 Admissions Policy

If the number of students in grades 1-8 who wish to attend Yu Ming Charter School exceeds the school's capacity, the enrollment is determined by a public random drawing. Students who are re-enrolling are exempted from the drawing. Preference in the public random drawing is given by category as follows:

1. Children of employees
2. Siblings of students admitted to or attending the Charter School
3. Founding Families
4. Children from families who qualify for Free or Reduced Price Lunch (FRL)
5. Children of Board members
6. Residents of the Local Elementary School Attendance Area in which Yu Ming is located
7. Residents of Alameda County
8. All other students in the State of California

For preference categories 1-3, applicants are assigned to open slots for their respective grades. If there are more applicants in a preference category than open slots, applicants from that preference category 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.

Weighted priorities are assigned to preference categories 5-8 for the general lottery. The remaining applicants will continue to be drawn and placed in order on the 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.

Yu Ming currently administers a Mandarin proficiency assessment to all prospective students enrolling in grades 1-8, as students must demonstrate grade-level proficiency in Mandarin. The Mandarin proficiency assessment is not administered to returning students.

Element 10 - Financial Audits

The Annual Financial Audit element met the criteria that describes the manner in which audits will be conducted for Yu Ming Charter School. Per Yu Ming's petition, the annual audit of the books and records of the charter school will be conducted as required under the Charter Schools Act, Education Code Sections 47605.6(b)(5)(l) and 47605.6(m). The Charter School's Treasurer leads the Board in selecting an independent auditor in overseeing the independent audit. The charter will continue to use a Certified Public Accountant (CPA) with educational institutional audit experience, who is approved by the State Controller. The charter will complete the annual audit within six months of the close of the fiscal year. A copy of the auditor's findings is forwarded to the County Superintendent of Schools, the State Controller, and to the California Department of Education (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.

Element 11 - Suspension and Expulsion Procedures

The Suspensions and Expulsions element met the criteria that evaluates the ways in which Yu Ming Charter School will address the policies and procedures by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from school for any reason. Yu Ming Charter School's *Pupil Suspension and Expulsion Policy and Procedures* is printed and distributed annually as part of the Student Handbook, which outlines the discipline expectations for students. Yu Ming Charter School has committed to an annual review of their policies and procedures and will modify the list of offenses for which students are subject to suspension or expulsion.

Element 12 - Staff Retirement System

The Staff Retirement System element met the criteria that establishes whether Yu Ming Charter School staff will participate in STRS, PERS, and/or Social Security and what staff will be responsible for ensuring that the appropriate arrangements have been made. Yu Ming Charter School will participate in the California State Teacher Retirement System (CalSTRS). All employees who qualify for membership in CalSTRS, including teachers and other qualified certificated employees, shall participate. All employees who are not members of CalSTRS must contribute to the federal social security system. To maximize its ability to attract qualified staff, Yu Ming Charter School offers employees the option to contribute to a 403(b) in addition to other retirement systems. The Director of Operations and Strategy is responsible for arranging retirement benefits.

Element 13 - Attendance Alternatives

The Attendance Alternatives element met the criteria that describes the public school attendance alternatives for pupils residing within the school district who choose not to attend Yu Ming Charter School. The petition specifies that the parent or guardian of each pupil enrolled in the charter school will be informed that their pupil has no right to admission in a particular school of any local educational agency (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

Element 14 - Post-Employment Rights of Employees

The Description of the Post-Employment Rights of Employees element met the criteria that discusses that all former County staff who are employed by Yu Ming Charter School have no automatic right to return to County employment or become reemployed unless specifically granted by the Alameda County Office of Education through a leave of absence or another

agreement in accordance with applicable Alameda County Board of Education policy and/or collective bargaining agreements.

Element 15 - Dispute Resolution Process

The Dispute Resolution Process element met criteria that addresses the process to settle disputes relating to the provisions of the school. The petition describes the procedures to be followed by Yu Ming Charter School and the chartering authority to resolve disputes relating to provisions of the charter. The petition describes how the costs of the dispute resolution process, if needed, would be funded.

Element 16 - Closure Procedures

The Closure Procedures element met the criteria that outlines the process to be used by Yu Ming Charter School should closure occur. Procedures include: the designation of a responsible entity to conduct closure-related activities; notification of the to parents (guardians) of pupils, the authorizing entity, the special education local plan area in which the school participates, the retirement systems in which the school's employees participate, and the California Department of Education, and such notification will provide: The effective date of the closure; the name(s) of and 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 of pupil records, including specific information on completed courses and credits that meet graduation requirements; where pupil and personnel records will be relocated; arrangements for final audit; return of unused grant funds and materials or property; annual report completion; and how the closure will be funded.

Element 17 - Administrative Items

The description of Administrative Items met the criteria that describes that Yu Ming Charter School shall be deemed the exclusive public school employer of the employees at Yu Ming Charter School for the purposes of the Educational Employment Relation Act under Ed Code section 47605.6(b)(6). This element also met the criteria as it describes how Yu Ming Charter School is responsible for all of their own personnel salaries, benefits plans, and provisions and costs unless otherwise specified and agreed to in a Memorandum of Understanding between Yu Ming and the Alameda County Office of Education. Yu Ming Charter School contracts with EdTec for financial services including state reporting and compliance. Lastly, the criteria for this element have been met as Yu Ming Charter School states pursuant to Ed Code Section 47604 (d), that an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation, as Yu Ming Charter School has established, 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.

Element 18 - Facilities

Yu Ming currently operates in two locations - 1086 Alcatraz Ave (grades K - 2) and 675 41st Street (grades 3-8). Yu Ming will seek modest expansions at its current locations and/or seek new facilities. Specifically, the Charter School is seeking a long term site, ideally in northern and/or central Alameda County. Yu Ming is 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. Yu Ming has submitted a Proposition 39 Facilities Request Form to the Oakland Unified School District for school year 2021-22.

As the certificate of occupancy is outside the scope of the standard of review for the Facilities element for a charter renewal petition, its analysis has not been included. ACOE staff will have an update from the City of Oakland in preparation for the Determination Hearing on December 8, 2020.

Element 19 - Financial/Operational Plan

Per Education Code Section 47605.6(h), "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." The ACOE team reviewed the charter's financial statements, operating budget, multi-year budget projection, and cash flow and has determined the charter has a positive fund balance and reserves in excess to the state minimum.

Per the petition, and as required, 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 shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The charter's submitted 2020-21 Adopted Budget, like most Local Educational Agencies (LEAs) across the state, includes increased deficit spending, and negative unappropriated amounts to its fund balance.

Yu Ming's projected 2021-22 petition financials and multi-year budget projections incorporate significant growth in 2021-22 through 2023-24. The charter ended 2019-20 with Average Daily Attendance (ADA) of 477.25, and anticipates this ADA to increase in 2020-21 to 536.64. In the petition renewal, ADA further increases in 2021-22 to 604.80, and to 694.08 and 780.48 for 2022-23 and 2023-24, respectively. The growth anticipated in the petition renewal is greater than the enrollment and ADA projected in the charter's original Adopted Budget Report. The charter has experienced growth in previous years and anticipates further growth. The charter retains a waitlist, and it is recommended the charter retain reserves to address any shortfalls should this growth not materialize.

The review team met with the charter to discuss best practice with the charter's recording of its Paycheck Protection Program (PPP) loan, and its cash balances. While not related to the renewal petition specifically, the charter confirmed it has contingency plans in place should the PPP loan not be forgiven.

Element 20 - Charter School Facilities (countywide benefit charter petitions only)

The facilities documentation provided by Yu Ming adequately outlines the potential facilities in which the charter school may operate.

Criterion 3

The third criterion considered in reviewing a renewal petition requires an analysis of the following:

- Is the charter school serving all students who wish to attend?
- Does the charter school have substantial fiscal or governance issues? (Ed. Code 47607(e))

Charter School's Ability to Serve All Students

In order for a charter school's renewal petition to be approved, the charter school must be serving all students who wish to attend. By State law, evaluation of this criteria is limited to

consideration of two sources of information (1) State provided enrollment data and (2) any substantiated complaints related to noncompliance with suspension/expulsion requirements included in law and/or the charter school's procedures. During the current charter term, ACOE did not receive any substantiated complaints related to noncompliance with suspension and/or expulsion requirements.

Fiscal and Governance Review

While the charter's current 2020-21 Adopted Budget and Multi-Year budget projection records modest growth, the charter's petition renewal incorporates significantly more growth in ADA and LCFF Funding for 2021-22 through 2022-23. The charter has confirmed it retains a waitlist and anticipates this growth in the current year as well as the out-years. ACOE recommends the charter continue to maintain reserves above the minimum and to have contingency plans in place to navigate the state deferrals, recover of the PPP loan, as well as any cash shortfalls.

As described under Element 5 of Criterion 2, Yu Ming Charter School's petition supports evidence of sound governance. The petition demonstrates a multitude of protocols in place by Yu Ming Charter School's Board of Directors to ensure that the charter school will remain a viable enterprise and that the educational program will continue to be successful.

Determination Hearing

HIGH PERFORMANCE LEVEL		MIDDLE PERFORMANCE LEVEL		LOW PERFORMANCE LEVEL	
<p>For the two most recent years preceding renewal, either:</p> <ol style="list-style-type: none"> 1. Scored green or blue schoolwide on all state indicators, or 2. For all academic indicators, <ol style="list-style-type: none"> a.) Received "status" scores schoolwide that are the equal to or higher than the state average, and b.) Majority of student groups performing statewide below the state average in each respective year received "status" scores that are above the state average. 		<p>Did not meet either High or Low tier criteria.</p>		<p>For the two most recent years preceding renewal, either:</p> <ol style="list-style-type: none"> 1. Scored red or orange schoolwide on all state indicators, or 2. For all academic indicators, <ol style="list-style-type: none"> a.) Received "status" scores schoolwide that are the equal to or lower than the state average, and b.) Majority of student groups performing statewide below the state average in each respective year received "status" scores that are below the state average. 	
<p>RENEWAL TERM:</p>	<p>May be renewed for 5, 6, or 7 years.</p>	<p>RENEWAL TERM:</p>	<p>May renew for 5 years or may deny only upon making written findings.</p>	<p>RENEWAL TERM:</p>	<p>Shall generally not renew; however, the chartering authority may take a "second look" and under specific factors renew the charter for 2 years.</p>

Charter schools categorized by the California Department of Education in the High Performance Category shall be renewed for a 5-7 year term, with a streamlined renewal that only requires the petitioning charter to make updates regarding changes in law, if for two years preceding the renewal the school:

- Has received the two highest levels (colors) schoolwide for all state indicators it has on the California Dashboard, or
- Has met or exceeded the statewide average for all measurements of academic performance schoolwide, and has exceeded the statewide average for a majority of the student groups that are underperforming the statewide average, and
- Is not in Differentiated Assistance under the Local Control Funding Formula (LCFF).

Based on the ACOE Review Team’s analysis, Yu Ming Charter School meets the criteria for high-performing in all ways.

At the Determination Hearing on December 8, 2020, ACOE staff will present the Summary of Findings to the Alameda County Board of Education (ACBOE). After reviewing the information

presented, the ACBOE will determine approval or denial of Yu Ming’s Charter renewal petition and length of renewal.

Conclusion

The Alameda County Office of Education’s Research, Assessment and Accountability Partnerships Team (RAAP) and District Advisory Services (DAS) has conducted a review of Yu Ming’s request for renewal.

Yu Ming is categorized at the ‘High’ performance level as categorized by the California Department of Education and has attained measurable increases in academic achievement schoolwide for numerically significant student groups in all indicators of the California Dashboard over the past three years. The Charter Review Team has reviewed and provided analysis on the 20 elements required for countywide charter schools in addition to a fiscal and governance review.

APPENDICES

Appendix A: Seven-Year Targets and Additional Student Performance Data

English Language Arts										
Goal: Increase all students' mastery of the Common Core State Standards										
* Student group is not a numerically significant student group at this time										
Student Group	Baseline	2018-19 CA Average	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2021 - 28 Growth
All Students	109.6 DFS	-2.5 DFS	+2 points	+2 points	+2 points	+2 points	+2 points	+2 points	+2 points	+14 points
English Learners	*	*	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*	*	*	*
Asian	106.2 DFS	64.8 DFS	+2 points	+2 points	+2 points	+2 points	+2 points	+2 points	+2 points	+14 points
White	*	*	*	*	*	*	*	*	*	*
Two or More Races	114.4 DFS	30.3 DFS	+2 points	+2 points	+2 points	+2 points	+2 points	+2 points	+2 points	+14 points

Mathematics										
Goal: Increase all students' mastery of the Common Core State Standards										
* Student group is not a numerically significant student group at this time										
Student Group	Baseline	2018-19 CA Average	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2021 - 28 Growth
All Students	105.4 DFS	-33.5 DFS	+2 points	+2 points	+2 points	+2 points	+2 points	+2 points	+2 points	+14 points
English Learners	*	*	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*	*	*	*
Asian	107.5 DFS	59.8 DFS	+2 points	+2 points	+2 points	+2 points	+2 points	+2 points	+2 points	+14 points
White	*	*	*	*	*	*	*	*	*	*
Two or More Races	101.5 DFS	2.5 DFS	+2 points	+2 points	+2 points	+2 points	+2 points	+2 points	+2 points	+14 points

Chronic Absenteeism										
Goal: Reduce rate and maintain <2.5%										
* Student group is not a numerically significant student group at this time										
Student Group	Baseline	2018-19 CA Average	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2021 - 28 Growth
All Students	1.1%	10.1 %	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%	Maintain
English Learners	*	*	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	2.6%	12.9%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%	Maintain
Students with Disabilities	*	*	*	*	*	*	*	*	*	*
Asian	0.0%	3.7%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%	Maintain
White	5.3%	8.1%	4.8%	4.3%	3.8%	3.3%	2.8%	<2.5%	<2.5%	-2.8 percentage points
Two or More Races	0.7%	9.8%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%	Maintain

Suspension										
Goal: Maintain rate <3%										
* Student group is not a numerically significant student group at this time										
Student Group	Baseline	2018-19 CA Average	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2021 - 28 Growth
All Students	0.2%	3.4%	<3%	<3%	<3%	<3%	<3%	<3%	<3%	Maintain
English Learners	*	*	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	0.0%	4.3%	<3%	<3%	<3%	<3%	<3%	<3%	<3%	Maintain
Students with Disabilities	*	*	*	*	*	*	*	*	*	*
Asian	0.0%	1.0%	<3%	<3%	<3%	<3%	<3%	<3%	<3%	Maintain
White	2.6%	2.9%	<3%	<3%	<3%	<3%	<3%	<3%	<3%	-0.4 percentage points
Two or More Races	0.0%	3.3%	<3%	<3%	<3%	<3%	<3%	<3%	<3%	Maintain

Suspension	2017	2018	2019
Key:	Too few students to earn a color performance level.		
Red	Orange	Yellow	Green
Blue			
All Students	0.3%	0.2%	0.2%
English Learners	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%
Students with Disabilities	4.4%	3.8%	3.2%
African American	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Hispanic	0.0%	0.0%	0.0%
White	0.0%	3.1%	2.6%
Two or More Races	0.8%	0.0%	0.0%

Chronic Absenteeism	2017	2018	2019
Key:	Too few students to earn a color performance level.		
Red	Orange	Yellow	Green
Blue			
All Students	No data on Chronic Absenteeism for this year	2.3%	1.1%
English Learners		12.0%	2.3%
Socioeconomically Disadvantaged		8.8%	2.6%
Students with Disabilities		3.8%	0.0%
African American		15.0%	3.6%
Asian		1.1%	0.0%
Hispanic		11.1%	3.8%
White		3.1%	5.3%
Two or More Races		0.0%	0.7%

Appendix B: Student Demographics

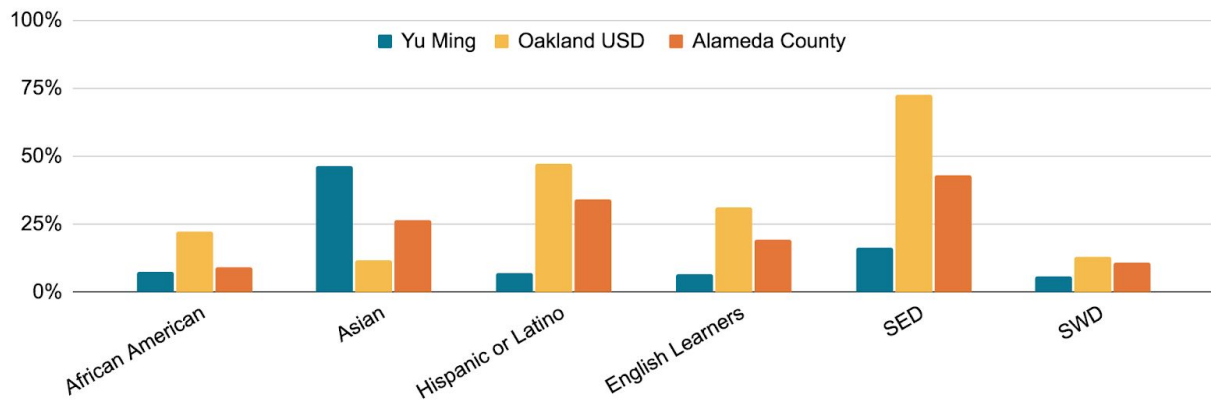
Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
African American	10	10	14	19	27	37
Asian	113	131	161	178	205	227
Filipino	5	7	7	7	7	12
Hispanic or Latino	12	13	18	17	26	34
Pacific Islander	0	0	1	1	1	1
White	23	28	35	32	36	38
Two or More Races	94	117	121	132	143	137
TOTAL ENROLLMENT *	257	30	357	387	445	487

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
African American	3.9%	3.3%	3.9%	4.9%	6.1%	7.6%
Asian	44.0%	42.7%	45.1%	46.0%	46.1%	46.6%
Filipino	1.9%	2.3%	2.0%	1.8%	1.6%	2.5%
Hispanic or Latino	4.7%	4.2%	5.0%	4.4%	5.8%	7.0%
Pacific Islander	0.0%	0.0%	0.3%	0.3%	0.2%	0.2%
White	8.9%	9.1%	9.8%	8.3%	8.1%	7.8%
Two or More Races	36.6%	38.1%	33.9%	34.1%	32.1%	28.1%
TOTAL ENROLLMENT *	257	307	357	387	445	487

Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
English Learners	40	47	53	21	31	33
Foster Youth	0	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	33	53	65	79
Students with Disabilities	6	17	26	24	28	28
TOTAL ENROLLMENT *	257	307	357	387	445	487

Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
English Learners	15.6%	15.3%	14.8%	5.4%	7.0%	6.8%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	8.2%	6.8%	9.2%	13.7%	14.6%	16.2%
Students with Disabilities	2.3%	5.5%	7.3%	6.2%	6.3%	5.7%
TOTAL ENROLLMENT *	257	307	357	387	445	487

2019-20 Demographics Comparison



Demographic Trend Over Time

