

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
 - 54 Elementary schools (includes K-8)
 - 18 Middle/Junior high schools
 - 14 High schools
 - 1 K-12 schools

87 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 41 | 35 | 76 |
| 1 | 35 | 42 | 77 |
| 2 | 27 | 25 | 52 |
| 3 | 24 | 29 | 53 |
| 4 | 26 | 26 | 52 |
| 5 | 23 | 28 | 51 |
| 6 | 15 | 19 | 34 |
| 7 | 12 | 11 | 23 |
| 8 | 16 | 11 | 27 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 219 | 226 | 445 |

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 47 % Asian
 - 6 % Black or African American
 - 6 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 8 % White
 - 32 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 4%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year | 6 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year | 10 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 16 |
| (4) Total number of students in the school as of October 1, 2017 | 387 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.04 |
| (6) Amount in row (5) multiplied by 100 | 4 |

6. English Language Learners (ELL) in the school: 7%
31 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Cantonese, French, Indonesian, Japanese, Korean, Mandarin, Spanish, Tirinya, Vietnamese, Other non-English

7. Students eligible for free/reduced-priced meals: 14%
Total number students who qualify: 61

8. Students receiving special education services: 6 %
28 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>8</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

| | Number of Staff |
|--|------------------------|
| Administrators | 3 |
| Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher. | 25 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc. | 8 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 4 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 4 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 98% | 98% | 98% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

| Post-Secondary Status | |
|---|----|
| Graduating class size | 0 |
| Enrolled in a 4-year college or university | 0% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

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

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Yu Ming is a free, public charter school and enrollment is chosen through a public random lottery if applications exceed the available seats. Enrollment preference in the case of a public random drawing shall be as follows: (1) Siblings of currently enrolled students; (2) Children of employees of YMCS; (3) Students who qualify for free/reduced lunch; (4) Students within the boundaries of the County of Alameda; and (5) All other applicants.

PART III – SUMMARY

Yu Ming Charter School is a public charter school serving 445 students in Kindergarten to eighth grade. Located in Oakland, California, YuMing is the first Mandarin Immersion charter school in the state. It is our mission to give children from a wide range of ethnic, socio-economic, racial, and language backgrounds the opportunity to become fully bilingual and biliterate in Mandarin Chinese and English. As such, we nurture our inclusive and diverse community to become empowered, engaged, and outstanding global citizens who use their education to make a positive difference in the world.

YuMing’s school design is centered on data-driven academic excellence and includes personalized, project-based, social-emotional, and language immersion learning to create self-directed, purposeful, and connected learners. YuMing follows a full-immersion dual-language model of instruction. In Kindergarten to grade 2, 90 percent of instruction is in Mandarin Chinese and 10 percent in English. In grades three-four it is 70 percent Chinese/30 percent English, grades five-six have a 50/50 split, and students in grades seven-eight have the option of maintaining the even split or changing to a 30/70 Chinese/English program.

YuMing was founded in 2010 by families representing a cross-section of Alameda County who shared a vision to create an inclusive public school community where children of all economic and social backgrounds could benefit from a bilingual education in the world’s two most spoken languages. After unanimous approval by the Alameda County Office of Education, 100 kindergarten and first grade students inaugurated YuMing in 2011. Each year, as a new grade has been added, the waitlist has far exceeded the number of available seats, and YuMing is recognized as one of the highest performing and most sought-after schools in the county.

As one of California’s top performing schools, YuMing students continue to significantly outperform their peers in the district, county, and state on the California Assessment of State Performance and Progress (CAASPP) overall and for all groups, including traditionally underserved populations. Our intentionally diverse student body meets high academic standards regardless of socioeconomic status or race. We attribute much of our success to our multiform and diversified curriculum and instructional strategies. Our model for unlocking each student’s unique potential and nurturing the necessary skills, mindsets, and values to make a positive impact in the world is anchored on these four pillars:

Academic Excellence:

We personalize learning for students to reach their greatest potential, using a data-driven, rigorous approach to deliver measurable impact in educational outcomes. We meet each student where they are by creating curriculum that develops them in a community as individuals with unique interests, personalities, and learning styles. We help all students own their learning, define their goals, and design their growth path aligned to our Graduate Profile, which envisions the skills development of self-awareness, global and relational awareness, problem-solving and service, and effective multilingual communication. Student academic progress is measured through diagnostic, formative, and summative assessment, frequent one-on-one conferences with teachers, mentoring, and review of qualitative and quantitative assessment data. Growth and accomplishments are shared with students and parents on an ongoing basis and during parent-teacher and student-led conferences.

Mandarin Immersion:

We foster bilingual global citizens. Bilingual mastery of English and Mandarin means our students learn daily how to communicate and build relationships bridging languages, cultures, and geographies. We follow a full-immersion dual-language model of instruction so that students become fully bilingual and biliterate. Research and YuMing achievement data show that dual language learners are on track to achieve substantially higher academic outcomes than their monolingual peers, regardless of race, class, gender, and learning differences. The “cognitive lift” that comes from mastering a language as complex as Mandarin amplifies these benefits.

Whole Child Education:

Believing in the importance of whole brain and whole heart education, we balance rigorous academics with

social-emotional learning by leveraging science-based pedagogical approaches. Guided by our core values of integrity, perseverance, empathy, and wisdom, we challenge our students to lead with humility, collaborate with empathy, think with independence, and problem solve with creativity.

Diverse, Equitable, and Inclusive Community:

YuMing is committed to fostering a student body that reflects the diversity of its surrounding community. We believe that the diversity of our communities is a source of strength and key to our success in developing culturally-empathetic global citizens. Racially and economically integrated schools benefit all students and society as a whole. Learning cooperatively alongside peers whose perspectives and backgrounds differ from their own, students have more opportunities to develop creativity, motivation, deeper learning, critical thinking, and problem-solving skills.

These four educational model pillars are accomplished by our exceptional team of growth-minded educators who are passionate, innovative, and thrive on teamwork. We invest in sustained, professional growth through more than 250 hours of development time per year. With more than 90 percent possessing advanced degrees, our teachers are committed to honing their craft, unleashing student potential, achieving results, and building a joyful community of lifelong learners, friends, and the global changemakers of tomorrow.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

YuMing takes a comprehensive approach to literacy and language arts that is rich, balanced, explicit, vertically-aligned across grades and horizontally-aligned across two languages. We provide numerous and varied literacy opportunities such as close reading of complex texts in multiple genres and writing across the content areas. We support individual learning styles and skill levels as determined through diagnostic, summative and formative assessments in both English and Chinese including Fountas and Pinnell, Level Chinese, NWEA Measures of Academic Progress, and Summit Learning. The Instructional Leadership Team and teachers review student data trimesterly by assessment type, student group, and performance levels (e.g. whole school, grade, class, and individual student). These cycles of data inquiry and analysis inform goal setting, action planning, targeted interventions, and differentiated, daily small-group and individualized instruction.

English and Chinese leveled texts are used in small-group guided reading lessons and “just right” book selection for daily independent reading. Students read a variety of text genres and language arts instruction is integrated into social studies and science content. Our leveled reading system is supplemented by digital resources that personalize literacy skill building (e.g. Joy Reader, Raz-Kids, and Lexia). Our writing program is Learning Headquarters, a vertically-articulated standards-aligned system that offers modeling and guided practice through Writer’s Workshop practices in English and Chinese.

In grades kindergarten to two, YuMing focuses on powerful oracy skills and early literacy is developed through Fountas and Pinnell Phonics, Spelling, and Word Study System for phonics instruction, Reading Lessons for core reading instruction, and Words Their Way for spelling instruction. Our Chinese early literacy program also builds on oral proficiency using standards-aligned reading and writing curriculum (e.g. Better Immersion, Level Chinese). In grades three-five text complexity advances, writing assignments become more rigorous, and publishing opportunities increase. Grade six-eight students continue reading full-length novels and memoirs, and spend time on Socratic seminar, literary analysis, essay writing, and research and presentation of independent projects in two languages.

Our writing program for all grades is Learning Headquarters, a vertically-articulated grade-level writing system with a common framework to model and guide practice on writing. Yu Ming developed the Chinese language framework, so all students use two languages in every component of Writer’s Workshop: mini-lessons, writing, conferring, and sharing.

1b. Mathematics:

YuMing’s mathematics program is Common Core-aligned, both in Mathematics Content Standards and the eight Mathematical Practices. Utilizing Core Curriculum Mathematics Units for grades kindergarten-five and Summit Learning Mathematics Units for grades six-eight, our teachers promote students’ ability to make sense of mathematical ideas and reason mathematically. Mathematics is taught in Chinese in grades kindergarten-five, and both Chinese and English in grades six-eight.

These programs engage students in meaningful learning through individual and collaborative open-ended problem-solving tasks; building deeper levels of conceptual understanding; fostering procedural skill and fluency, and emphasizing student explanations and discussions. Mathematical tasks provide hands-on experiences and make connections to mathematics in the real world.

YuMing’s program includes an articulated assessment system which provides evidence of proficiency with important mathematics content and practices, including a variety of strategies and data sources. Math assessments include formative and summative assessments such as: YuMing-developed interim assessments, NWEA Measures of Academic Progress, and Summit Learning. Student assessment data is reviewed

trimesterly by assessment type, student group, and performance levels (e.g. whole school, grade, class, and individual student), and inform goal setting, action planning, targeted interventions, and differentiated instruction.

Math talks are a specific academic strategy used several times a week to promote critical thinking, problem solving, and computation of numbers with flexibility, accuracy, and efficiency. Middle school students also benefit from personalized, self-paced learning on the Summit Learning platform where they can master mathematics content at their own pace using a variety of digital and learner resources. The platform supports hands-on, collaborative projects through which students apply their knowledge, skills, and habits.

In addition to the core mathematics programs, teachers use supplemental resources such as Engage New York (Eureka Math), Illustrative Mathematics, You Cubed, and Khan Academy. In middle school, two additional electives to extend math learning (e.g. Math Olympiads and Mathematical Strategic Board Games).

1c. Science:

Science curriculum, instruction, and assessment is grounded in the Next Generation Science Standards (NGSS). Utilizing Full Option Science Systems (FOSS) and Amplify Science units developed at the University of California's Lawrence Hall of Science, science is taught in Chinese in grades kindergarten to four and in English starting in grade five. Elementary units include earth and space science, force and motion, foundational chemistry, earth and water systems, and ecosystems. Teachers conduct targeted observations and evaluate student learning through end of unit assessments and performance tasks. Teachers review student assessment data and develop future instructional goals to improve student performance.

Starting in grade five, technology is integrated into project-based science instruction. Middle school utilizes Summit Learning units supplemented by other resources. These units promote self-directed learning personalized through the use of technology. For example, sixth graders learned HTML to create websites on climate change, seventh graders used temperature sensors to track temperature changes for their insulation projects, and eighth graders created infographics using online tools. Additionally, science concepts are periodically reinforced in Design Lab, where students have built circuits and written code to program Light-emitting diodes (LEDs). Students take Summit Learning assessments to demonstrate mastery of the science content standards and grade five and eight students take the California State Science Test.

Grade five-six students participate in overnight, hands-on environmental science trips. Fifth graders spend three days at NatureBridge, located in the Marin Headlands, and sixth graders spend five days in the El Dorado National Forest.

YuMing's annual Science and Engineering Fair and Changemakers Exhibition of Learning promote hands-on science practices. Through the Changemaker unit, upper grade students have used engineering practices to create solutions to real-life problems they identify in their communities. For example, fifth graders created devices to enable safer school crossing during our busy pick-up time. Seventh graders used drones and Spheros to navigate models of forests, demonstrating how robotics can be used to identify environmental threats in remote locations.

1d. Social studies/history/civic learning and engagement

YuMing's approach to social studies, history, and civic learning and engagement integrates Chinese language arts (CLA) in kindergarten to second grade and English language arts (ELA) beginning in grade three. In kindergarten to grade two, social studies is taught using the Better Immersion curriculum, and in upper elementary social studies is integrated in standards-aligned cross-curricular ELA units. Social studies instruction in both languages includes explicit instruction and hands-on learning. For example, first graders learn about the color, design, and symbolism of the American flag, and then design their own flags. Fourth graders learn about the history of California's indigenous nations through a combination of explicit instruction, note taking, and multimedia research (e.g. articles, video, and web-based sources). Students then use their notes and research to compare and contrast these nations through writing, art, and multimedia

expression. Teachers assess student learning through observations (e.g. participation in discussions and collaborative hands-on projects) and student artifacts (e.g. note-taking, written and oral reports, culminating projects). During grade level planning meetings, assessment data is analyzed and used to inform continued planning of content instruction in order to address any gaps in learning.

In middle school, history is taught using Summit Learning units in English in grades six-eight and YuMing-developed units in Chinese for grade six. Units align to both ELA social studies standards through project-based and personalized learning with students independently setting goals and identifying a plan for content focus area mastery. Teachers regularly analyze Summit Learning focus area assessment data during weekly collaboration time and action plan to support individual students through advisory mentoring, small group and individualized instruction. Technology is thoughtfully integrated with students using Chromebook computer applications to complete and submit presentations, papers, and work. Teachers assess final projects on both cognitive skills and applied content knowledge.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Firmly rooted in the belief that the best schools provide learning experiences to educate the whole child through authentic hands-on learning experiences, our students have opportunities to explore enriched learning experiences and personal passions through other curricular areas that build language proficiency and cross-cultural fluency. In addition to the other curricular areas highlighted below, YuMing offers Chinese Journalism, Yearbook, Spanish I and II, Chinese Drama, Computer Programming, Student-Led Inquiry, Creative Writing, 20+ student-led clubs, and several overnight study trips. Middle School students also participate in week-long learning expeditions that take them out of the classroom and into the community to explore art, music, science, technology, and service learning.

Visual Arts:

All kindergarten-fifth grade students participate in weekly visual arts classes and middle school students may select visual arts as an elective. Kindergarten-grade two classes are structured around four broad areas: fine art, crafts, Chinese art, and art integration. Since we believe learning and experiencing art through a cultural context is most impactful, students have the opportunity to study Chinese calligraphy, Chinese brush painting, and to create crafts for Chinese holidays. In addition, we believe it is important for students to make connections between what they learn in art class and what they study in other classes. Each semester, students participate in a project integrating art with another subject area, such as mathematics, social studies, science, or the language arts.

Grades three-eight visual arts classes explore a wide variety of materials and techniques, including drawing, painting, collage, printmaking, three-dimensional sculpture, sewing, and weaving. Projects are differentiated by grade and are process oriented. Students learn principles of design and elements of art, as well as the studio habits of mind: to observe, envision, express, stretch and explore, develop, craft, engage and persist, understand the art community, and reflect. Through class discussions of art and artists and in creating their own art, students explore themes of identity, community, environment, and our world. Classmates frequently collaborate through group projects as well as peer reflections during and at the conclusion of assignments. All students participate in a school-wide art show twice per year.

Design Lab:

Grade five-eight students also participate weekly in design lab, where they experiment, design, and create three-dimensional STEAM (Science, Technology, Engineering, Art, Mathematics) projects. Examples of projects include re-imagining, designing, and building a piece of furniture; learning circuitry and using

conductive thread and conductive tape to light up DIY (Do-It-Yourself) three-dimensional objects; experimenting with motors to make artbots; and bridging design, math, and science in the building of geodesic domes. The design lab curriculum is rooted in a try-fail-try-again model where students are supported in experimentation, innovation, creativity, collaboration, and reflection. Design thinking is taught via projects requiring students to solve complex problems through the ideation, iteration, and prototyping process.

Choral and Instrumental Music:

Our music program includes a comprehensive study of vocal development, singing, reading and writing music, listening, creating, playing musical instruments, movement, and dance. Lower elementary music classes are based on the philosophy that music learning should be active, experiential, and child-centered. Students master concepts through singing, playing simple percussion instruments, moving their bodies to music, creating music, and participating in music games. At the upper elementary level, students deepen their knowledge of music, learn to read and write music, and understand basic music theory. Each year has a different instrumental focus: third graders study soprano recorder, fourth graders study ukulele, and fifth graders choose a wind or brass band instrument (flute, clarinet, saxophone, trumpet, trombone, or euphonium). Middle school students have the opportunity to continue to study the wind instrument of their choice during weekly elective instrumental classes. We also offer two extracurricular music ensembles as after-school activities: Chorus and Jazz Band. All students participate in a musical performance three times per year: Winterfest, Lunar New Year Celebration, and Spring Concert.

Physical Education (PE):

The goal of our PE program is to create a strong foundation for a lifetime of health through physical activity and nutrition. The lower school curriculum focuses on locomotor skills and the upper school curriculum focuses on nutrition, anatomy, fitness, team and individual sports, and dance. Middle school extracurricular athletic offerings include participation in interscholastic sports leagues for the following sports: soccer, football, cross-country, basketball, volleyball, and ultimate frisbee.

3. Special Populations:

YuMing uses a variety of curriculum, learning experiences, and strategies to support the needs of our diverse learners and special populations. We work to ensure all students access rigorous and equitable opportunities to develop the learning, thinking and life skills needed to thrive in school and beyond. Through summative and formative assessment data, teachers identify student performance levels and develop differentiated lessons and learning experiences matched to meet multiple instructional levels and provide regular opportunities for both acceleration and targeted interventions.

Students performing below grade level, as demonstrated by ongoing formative and trimesterly summative assessment data, are provided English and Chinese interventions in our Response to Intervention (RTI) system, including individual and small group differentiated instruction, and weekly after-school “boost” support. These evidence-based and standards-aligned interventions are monitored closely over a six- to eight-week cycle. Once students meet the targeted goals set by their teachers, they exit RTI. In all classrooms, teaching assistants and interns work closely with teachers to support with English and Chinese intervention instruction. Students performing above grade level expectations have regular opportunities for extension and acceleration through small group instruction, personalized learning time, self-directed learning cycles, and challenging open-ended projects.

Our Summer Boost program is designed for kindergarten-fifth grade students who would benefit from additional support to meet grade-level expectations in Chinese Language Arts based on end-of-year academic performance, enabling a successful transition to the next grade. Class size is intentionally small, with five to ten students per credentialed teacher to meet each student’s learning goals.

English learners, identified through the home language survey and teacher observation, are assessed with the ELPAC (English Language Proficiency Assessments of California) to determine English Language Development (ELD) Level. In consultation with classroom teachers, students are then placed in the appropriate level of small group-designated ELD instruction and pulled for focused instruction once to twice

weekly.

In middle school, the digital Summit Learning platform allows for personalization. Teachers adapt curriculum to individual student needs with scaffolded resources and differentiated assignments. Middle school teachers regularly meet to discuss student needs and recommend adjustments in course requirements.

We use the Multi-Tiered System of Support (MTSS) which focuses on identifying and supporting students who may need behavioral, social-emotional, or academic support. An initial team, including special education team members and general education teachers, meets to discuss individual student needs, interventions, or approaches that serve the student well. A member of the MTSS team follows the student's progress and works together with the family on identified action steps (e.g. scheduled observations, testing). Some students may continue to be identified for an SST (Student Success Team) meeting with parents' involvement or eventually an Individualized Education Program (IEP) if needed. Students who have IEP plans participate with full inclusion in the general education setting and may have supportive classroom accommodations or curricular modifications based on their IEP goals.

Our lower school counselor and PBIS (Positive Behavioral Interventions and Supports) team provide friendship groups for students needing help with strategies to build prosocial skills and positive relationships. Upon recommendation from classroom teachers, students engage in interactive activities to practice social skills, such as attentive listening, respecting personal space, giving positive feedback, and building relationships.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

YuMing was founded with four core values guiding our school community: integrity (having strong moral character), perseverance (striving with diligence and courage), empathy (caring with deep understanding), and wisdom (learning and reflecting to grow). Our community supports one another to live these core values through a set of commitments for student and adult behavior: be safe, be inclusive, be kind, work hard, be accountable, and be brave.

To build school community, culture, and positive social emotional learning, YuMing uses a comprehensive human development model called Compass. Based in research on the science of learning and development, Compass is grounded in the foundational elements of what it means to be human, and “working the Compass” means growing in body, heart, mind, and spirit, and the pursuit of excellence in every dimension. Through a competency-based framework, students engage in experiential tasks that develop the habits, skills, and mindsets to help them grow in self-knowledge, relationship-based practices, belonging, and deep community connections. The community comes together in their Compass development work in weekly advisory groups or classroom Circles, which are 30- to 50-minute shared experiences that include a breathing/focusing exercise, a quick check-in on emotions, student badge work sharing, student resonance or connection, appreciations, and closing words of encouragement. Staff members also participate in faculty circles weekly. Circles have become a powerful tool for building relationships and positive culture among students and staff.

In addition to Compass, kindergarten to second grade students are supported in building positive skills and habits through the Toolbox curriculum and Responsive Classroom approach. Teachers and students proactively model positive behaviors, explicitly demonstrate expectations, and coach students to success. As described earlier, YuMing uses the Positive Behavioral Interventions and Supports (PBIS) model in order to identify and implement academic and social supports needed for students through our Multi-Tiered System of Support (MTSS).

Another core element of our school culture is our collaborative team culture among faculty who are life-long learners and care deeply about student learning and innovative teaching. In addition to weekly time set aside for professional development, teachers participate in grade-level professional learning communities. Every teacher is paired with an instructional coach and each new teacher is assigned a faculty mentor. Our Family Support Organization recognize all staff through our annual week-long Staff Appreciation Week and monthly Appreciation Lunches that bring our staff across two campuses together to share a meal prepared by different grade level families. Our collaborative culture of care, strong relationships, and high expectations ensures that all adult and student learners are supported to meet their full learning potential.

2. Engaging Families and Community:

YuMing is a school community with a network of highly engaged families. We work with families as partners in authentic, mutually beneficial ways and provide families with tools and resources to support learning outside of school. Monthly family coffee events and evening workshops have allowed families to experience teaching methodologies first hand or acquire strategies for supporting their student's learning in school and at home. Topics this past year have included supporting academic growth in an immersion program and social emotional learning.

Families also participate in school decision-making in various ways. Two members of the Board of Directors are parent-elected to ensure parent voice is included in school governance, vision and planning. Secondly, our Family Support Organization (FSO) Council works closely with the Head of School to promote a sense of belonging and engagement among YuMing families and advises on key program and budget planning such as our Local Control and Accountability Plan (LCAP) and Comprehensive School Safety Plan. In addition, the FSO hosts events that build community and celebrate our diverse families and unique school such as our fall Night Market, winter Lunar New Year Celebration, spring Field Day,

Mandarin Bingo Night, and the Cultural Celebration Dinner that celebrates our diversity through global cuisines. These traditions bring our community together for connection and celebration and demonstrate to students the strong relationships that support their academic and personal success.

Families also participate in the Equity Design Team, a steering committee composed of parents, board members, staff, and administrators that seeks to strengthen YuMing's commitment and practices for supporting our intentionally diverse community. Meeting at least four times a year, this committee advises and supports the school in: (1) increasing culturally responsive teaching practices, (2) deriving a data-driven portrait of YuMing encompassing academic achievement and disciplinary practices, and (3) increasing engagement and participation of underrepresented families.

Understanding that a student's success is connected to the success of the whole family, YuMing employs a dedicated Family Liaison who supports families and connects them to resources, from computer literacy workshops, to free uniform distributions, to other non-school related resources in the community. Our Family Liaison also helps to deepen relationships among families and elevate the voices of underrepresented families at YuMing by hosting three affinity groups (families of Black & Latinx descent, Muslim families, and LGBTQ families). In addition, each month we invite families and community members into the classroom and Community Meetings to share the wisdom, history and traditions of the many heritages and backgrounds represented in our school community.

3. Professional Development:

YuMing's professional learning program centers on building knowledge and proficiency in delivering a data-informed, personalized, bilingual and biliterate program through relationship-based practices. All staff work together to develop expertise in implementing a student-driven program focused on high academic and personal success for all students.

We focus on sustained professional growth of every teacher and administrator through an embedded model that builds internal expertise and capacity aligned to identified student needs and school priorities. We set aside more than 250 hours of development time per year including: six-eight days of pre-service staff development, two-three pupil-free days for staff development, tri-annual release days for elementary grade level curriculum planning, 10 half-days of middle school program and curriculum planning, weekly 150-minute school-wide professional learning, weekly or monthly one-on-one instructional coaching, and weekly 90-minute grade/department-level meetings. These collaborative times allow teachers to drive their Data Cycles of Inquiry and data-driven instructional planning regularly informed by student assessment data.

Teachers and leaders also consult with experts and attend conferences and trainings to stay abreast of innovative and research-based best practices, as well as to present on areas of developing expertise, such as the National Chinese Language Conference, UnboundEd Standards Institute, PBL (Problem Based Learning) World: Buck Institute, and Relay Graduate School of Education (GSE) Leverage Leadership.

Our current professional learning objectives focus on three areas that directly align to our current school needs and goals:

Relationship-Based Practices: Our professional learning equips all teachers to implement the Compass curriculum, a social-emotional skill-building model that guides growth toward well-being in all aspects of what it means to be human. Staff also develop the knowledge and resources to implement a culturally responsive teaching approach.

Active Learning: We are dedicated to providing a series of internal and external professional learning opportunities on how to make learning engaging, active, and student-driven including Summit Learning and project-based learning at the Buck Institute. All teachers also learn strategies and resources to help guide students in building the set of cognitive and interpersonal Graduate Profile skills YuMing envisions for every graduate: self-awareness, global awareness, problem-solving, and effective communication.

Standards-Based Rigorous Instruction: Our professional learning improves all teachers' ability to impact student oracy via YuMing's Immersion Balanced Literacy approach, as well as student reading and writing proficiency by adapting content from the Reader's and Writer's Workshop. Professional learning for middle school teachers focuses on effective use of the Summit Learning model and tools to support personalized learning. Teachers learn to utilize a broad range of instructional approaches to provide students multiple avenues for accessing, understanding, and applying new knowledge and skills.

4. School Leadership:

YuMing's leaders believe that every member of our school community plays an instrumental role in nurturing our scholars to success and have developed multiple structures to support a shared leadership philosophy. Our leadership team is a passionate group of educators with breadth and depth of experience in language immersion instruction, professional development, and innovative and data-driven practices. Partnering with teachers, staff, families, and community stakeholders, they are mission-driven and dedicated to the academic and personal success of all students. Our Head of School began her career as a bilingual elementary teacher and has served in various school leadership and nonprofit management positions focused on educational excellence, equity, and opportunity. The school's two academic directors, the Director of Lower School (grades K-2) and Director of Upper School (grades 3-8), are highly regarded experts in Common Core-aligned instruction and Chinese immersion education who have presented at multiple conferences and collaborated frequently with innovative education leaders.

YuMing is governed by a ten-member charter school board responsible for fiscal and operational oversight, developing the school vision and mission, selecting and evaluating the Head of School, setting policy that ensures the school's ongoing viability, overseeing the school's financial management, and guiding the implementation of YuMing's strategic priorities, annual goals, and measures of success. The board of directors includes two parent-elect members, seven community members, and a community member who is also a parent. The Alameda County Office of Education, YuMing's charter authorizer, is responsible for ensuring YuMing operates in compliance with applicable laws and terms of our charter.

An Instructional Leadership Team (ILT) helps guide our focus on student achievement. The ILT is comprised of administrators and teacher leaders who dedicate time to both teaching and instructional leadership, including coaching teachers, leading professional learning, designing intervention programs, and supporting MTSS for students. The ILT brings teacher-level input to school-wide instructional decisions and participates in the staff hiring process to ensure our collaborative, student-centered team culture is sustained.

Families are also key partners in school leadership, serving on advisory and parent leadership bodies, such as the Family Support Organization (FSO) Council, FSO committees (e.g. family education, community inclusion, community outreach, etc.), the Equity Design Team, the English Learner Advisory Council, and numerous working groups, committees, and affinity groups. YuMing has a highly engaged parent community that demonstrates strong partnership with the school and sees itself as critical to student achievement and success.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

A defining feature of YuMing is the full immersion program, where all grade kindergarten to grade two students are fully immersed in Chinese ninety percent of instructional time. Regardless of prior language experience, each student is set up for success in our immersive curriculum through language learning best practices: active, academic scaffolding, and social emotional support. Interactive and project-based lessons rich in oral language help students gain fluency in enriching and developmentally appropriate ways.

In grades three-four, the immersion model shifts to include more English (30%) and a little less Chinese (70%) and in grades 5-6 English and Chinese instruction is each at 50 percent. Differentiated small groups are designed intentionally to meet personalized learning goals through YuMing's leveled reading system and comprehensive writing program, so students become strong readers and writers in both English and Chinese. Teachers continue to use a range of instructional approaches, including explicit instruction, guided and independent practice, small-group instruction, technology integration, bilingual project-based learning with real-world connections, and one-on-one conferencing.

Grade seven to eight students move into a 30 percent Chinese and 70 percent English program but have the option to continue in a 50/50 program through electives. Through Chinese and English Project Time, students apply the content they've learned to real-world projects and during Personalized Learning Time, students choose how they want to learn content in line with their personal needs and learning styles, working through a range of bilingual resources. Eighth grade students prepare for a Bilingual Portfolio Defense by assembling a portfolio of their best work and then demonstrating, in Chinese and English, their scholarship before an audience of educators, peers, and community members.

Every spring, seventh grade students participate in a two-week study tour to China. In addition to cultural and historical study of China, they spend five days with an innovative Chinese sister school. They attend classes, experience dorm life, and collaborate with Chinese seventh graders on projects, such as model bridge and cultural totem pole design-build challenges. Students also stay with host families to experience Chinese home life, as well as engage in community service for a village school in the Yangshuo countryside.

On international trips and service projects such as these, our students utilize their Chinese skills in an immersive way, developing a deeper understanding and connection with Chinese culture. These experiences contribute to our overall goal to nurture our students to excellence to become the global citizens and leaders of tomorrow who use their education to make a positive difference in the world.