



LCFF Budget Overview for Parents Mid-year Update: Yu Ming Charter School

Expenditures for High Needs Students in the 2024-25 School Year	2024-25 Adopted Budget	Projected Actual 2024-25
Total LCFF funds	\$10,556,953	\$10,743,680
LCFF supplemental & concentration grants	\$645,438	\$759,218
All other state funds	\$2,460,909	\$2,958,612
All local funds	\$2,757,420	\$2,861,644
All federal funds	\$359,761	\$399,637
Total Projected Revenue	\$16,135,043	\$16,963,573
Total Budgeted Expenditures for the 2024-25 School Year	2024-25 Adopted Budget	Projected Actual 2024-25
Total Budgeted General Fund Expenditures	\$16,820,104	\$16,846,027.00
Total Budgeted Expenditures in the LCAP	\$12,299,793	\$12,536,281.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$645,439	\$759,218.00
Expenditures not in the LCAP	\$4,520,311	\$4,309,746.00

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Goal

Goal #	Description	Type of Goal
1	Continue to strengthen our Multi-tiered System of Support (MTSS) using multiple types of assessments (Local, and state mandated) and data to inform instructional decisions; tailor evidence-based intervention to address the needs of all students and student groups; and measure program effectiveness.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement
Priority 5: Student Engagement
Priority 6: School Climate
Priority 7: Course Access
Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Yu Ming believes in whole brain and whole heart education grounded on academic excellence, social emotional intelligence, and relational depth. Leveraging science-based pedagogical approaches, we focus on supporting our students to develop the skills and mindsets to lead fulfilled, joyful, and purposeful lives. Yu Ming utilizes universal screeners as part of its MTSS to accurately address student barriers to learning – whether academic, social-emotional, behavioral or mental health and provides targeted tiered intervention/resources to ensure each student can thrive.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline																																																
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	<table><tr><th colspan="2">2022-23 ELA CAASPP</th></tr><tr><th>Student Group</th><th>DFS</th></tr><tr><td>All Students</td><td>+95.9</td></tr><tr><td>Asian</td><td>+100.7</td></tr><tr><td>White</td><td>+100.5</td></tr><tr><td>Two or More Races</td><td>+102.9</td></tr><tr><td>EL</td><td>+58.6</td></tr><tr><td>SED</td><td>+73.1</td></tr></table>	2022-23 ELA CAASPP		Student Group	DFS	All Students	+95.9	Asian	+100.7	White	+100.5	Two or More Races	+102.9	EL	+58.6	SED	+73.1	<table><tr><th colspan="2">2023-24 ELA CAASPP</th></tr><tr><th>Student Group</th><th>DFS</th></tr><tr><td>All Students</td><td>+83.8</td></tr><tr><td>Asian</td><td>+87.5</td></tr><tr><td>White</td><td>+88</td></tr><tr><td>Two or More Races</td><td>+99.6</td></tr><tr><td>EL</td><td>+52</td></tr><tr><td>SED</td><td>+68</td></tr></table>	2023-24 ELA CAASPP		Student Group	DFS	All Students	+83.8	Asian	+87.5	White	+88	Two or More Races	+99.6	EL	+52	SED	+68		<table><tr><th colspan="2">2023-24 ELA CAASPP</th></tr><tr><th>Student Group</th><th>DFS</th></tr><tr><td>All Students</td><td>Maintain DFS>80</td></tr><tr><td>Asian</td><td>Maintain DFS>80</td></tr><tr><td>White</td><td>Maintain DFS>80</td></tr><tr><td>Two or More Races</td><td>Maintain DFS>80</td></tr><tr><td>EL</td><td>+60</td></tr><tr><td>SED</td><td>Maintain DFS>70</td></tr></table>	2023-24 ELA CAASPP		Student Group	DFS	All Students	Maintain DFS>80	Asian	Maintain DFS>80	White	Maintain DFS>80	Two or More Races	Maintain DFS>80	EL	+60	SED	Maintain DFS>70	
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4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	47% Source: 2023 Dashboard	51.2% Source: 2024 Dashboard		2023-24: 50%																																																	
5	% students English Language	2022-23: 38.1% Proficient	2023-24: 30.61% Proficient		2023-24: 40% Proficient																																																	

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	Proficiency for Summative ELPAC Source: ELPAC website																																																																							
6	Reclassification Rate Source: Dataquest	2022-23: 32.7%	2023-24: 29%		2023-24: 25%																																																																			
7	Attendance Rate Source: CALPADS	2022-23: 97.06%	2023-24: 96.28%		2023-24: >96%																																																																			
8	Chronic Absenteeism Rates Source: Dataquest	<table><tr><th colspan="2">2022-23: Chronic Absenteeism</th></tr><tr><th>Student Group</th><th>Rate</th></tr><tr><td>All Students</td><td>1.2%</td></tr><tr><td>African American</td><td>7.9%</td></tr><tr><td>Asian</td><td>0.5%</td></tr><tr><td>Hispanic</td><td>1.6%</td></tr><tr><td>White</td><td>0.0%</td></tr><tr><td>Two or More Races</td><td>0.6%</td></tr><tr><td>EL</td><td>1.5%</td></tr><tr><td>SED</td><td>3.2%</td></tr><tr><td>SWD</td><td>1.6%</td></tr></table>	2022-23: Chronic Absenteeism		Student Group	Rate	All Students	1.2%	African American	7.9%	Asian	0.5%	Hispanic	1.6%	White	0.0%	Two or More Races	0.6%	EL	1.5%	SED	3.2%	SWD	1.6%	<table><tr><th colspan="2">2023-24: Chronic Absenteeism</th></tr><tr><th>Student Group</th><th>Rate</th></tr><tr><td>All Students</td><td>2.2%</td></tr><tr><td>African American</td><td>7.2%</td></tr><tr><td>Asian</td><td>0.9%</td></tr><tr><td>Hispanic</td><td>5.7%</td></tr><tr><td>White</td><td>0.0%</td></tr><tr><td>Two or More Races</td><td>3.1%</td></tr><tr><td>EL</td><td>0.7%</td></tr><tr><td>SED</td><td>4.5%</td></tr><tr><td>SWD</td><td>10.3%</td></tr></table>	2023-24: Chronic Absenteeism		Student Group	Rate	All Students	2.2%	African American	7.2%	Asian	0.9%	Hispanic	5.7%	White	0.0%	Two or More Races	3.1%	EL	0.7%	SED	4.5%	SWD	10.3%		<table><tr><th colspan="2">2023-24: Chronic Absenteeism</th></tr><tr><th>Student Group</th><th>Rate</th></tr><tr><td>All Students</td><td>1.2%</td></tr><tr><td>African American</td><td>7.9%</td></tr><tr><td>Asian</td><td>0.5%</td></tr><tr><td>Hispanic</td><td>1.6%</td></tr><tr><td>White</td><td>0.0%</td></tr><tr><td>Two or More Races</td><td>0.6%</td></tr><tr><td>EL</td><td>1.5%</td></tr><tr><td>SED</td><td>3.2%</td></tr><tr><td>SWD</td><td>1.6%</td></tr></table>	2023-24: Chronic Absenteeism		Student Group	Rate	All Students	1.2%	African American	7.9%	Asian	0.5%	Hispanic	1.6%	White	0.0%	Two or More Races	0.6%	EL	1.5%	SED	3.2%	SWD	1.6%	
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9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%		2023-24: 0%																																																																			

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10	Suspension Rate Source: Dataquest	2022-23: Suspension		2023-24: Suspension		2023-24: Suspension		
		Student Group	Rate	Student Group	Rate	Student Group	Rate	
		All Students	0.4%	All Students	0.1%	All Students	0.3%	
		African American	1.6%	African American	0.0%	African American	0.0%	
		Asian	0.3%	Asian	0.2%	Asian	0.3%	
		Hispanic	0.0%	Hispanic	0.0%	Hispanic	0%	
		White	1.7%	White	0.0%	White	0%	
		Two or More Races	0.0%	Two or More Races	0.0%	Two or More Races	0%	
		EL	0.7%	EL	0.0%	EL	0%	
		SED	0.9%	SED	0.3%	SED	0%	
		SWD	1.6%	SWD	0.0%	SWD	0%	
		11	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2023-24: 0%	
		12	% students participating in enrichment or elective course. Source: Master Schedule CALPADS	2023-24: 100%	2024-25: In Progress		2024-25: 100%	
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 93%	2023-24: 100%		2023-24: 100%			
14	% students participating in all 5	2022-23: 53%	2023-24: 100%		2023-24: 100%			

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	Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC					

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
1	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>As part of the MTSS process, Yu Ming Charter School will administer diagnostic assessments (universal screeners), that will be used to monitor student academic progress; identify strengths, needs to modify instruction; provide academic intervention, and to continue to challenge each student academically, in addition to benchmark, formative, trimester and end of year assessments that provide multiple measures in core academic areas:</p> <p><u>Diagnostic Assessments</u></p> <ul style="list-style-type: none"> English Reading: mCLASS DIBELS K-5 English Reading: STAR Reading G2-8 Math: Renaissance STAR Math K-8 Math & Reading: MAP Growth Gr K-3 (for Yu Ming #2 only) <p><u>Formative Assessments</u></p>	Fully	<p>At Yu Ming Charter School, our comprehensive assessment system forms the backbone of our student-centered approach to learning. As a K-8 dual immersion program, we uniquely evaluate students' progress in English Language Arts. Assessments for Mandarin are across all language domains - listening, speaking, reading, and writing.</p> <p>Throughout the academic year, our assessment journey begins with diagnostic evaluations to understand each student's starting point. Teachers then regularly conduct formative assessments in their classrooms, gathering real-time insights into student comprehension and learning</p>	\$70,000	\$84,369

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		<ul style="list-style-type: none"> English: Daily or Weekly Exit Tickets K-8 Chinese: Daily or Weekly Exit Tickets K-8 Math: Daily or Weekly Exit Tickets K-8 English Reading: DIBELS progress monitoring every 4-6 weeks K-5 Chinese: Unit Assessments K-8 Math: Unit Assessments K-8 Science: Unit Assessments G6-8 English: Unit Assessments G6-8 <p><u>Trimester Assessments (End of Each Trimester):</u></p> <ul style="list-style-type: none"> Chinese Writing: Learning Headquarter writing assessment K-8 Chinese Reading – Level Chinese G1-8; Character reading Kinder English Writing: CKLA Writing Assessment K-5 English Reading: mCLASS DIBELS K-2 English Reading: STAR Reading G2-8 Math: STAR Math K-8 Math: Trimester Interim Assessments on Illuminate K-5 <p><u>End of Year:</u></p> <ul style="list-style-type: none"> Chinese Listening, Speaking, Reading, Writing, STAMP 4Se: Grades 2, 5 Chinese Listening, Speaking, Reading, Writing, STAMP 4s: Grade 8 		<p>needs. These check-ins help teachers adjust their instruction immediately, ensuring no student falls behind. Every trimester, we pause for more structured evaluations, building up to end-of-year assessments that complement state-mandated testing requirements.</p> <p>What makes our approach particularly effective is how our grade-level teams collaborate with school leadership to analyze assessment results. Together, they track each student's progress toward grade-level mastery, identifying any emerging learning gaps. When students need additional support, we quickly implement targeted, tiered interventions. This data-driven culture allows us to challenge students academically while ensuring they receive the support; they need to succeed in both languages.</p> <p>Through this evidence-based assessment system, we've created a dynamic learning environment where student progress is</p>		

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		<ul style="list-style-type: none"> Math & Reading: MAP Growth Gr K-3 (for Yu Ming #2 only) 		continuously monitored and supported, ensuring every child has the opportunity to thrive in both Mandarin and English instruction.		
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>To address learning loss and accelerate learning as needed, Yu Ming Charter School will provide intervention and/or support services to close learning/achievement gaps and ensure students are on track towards grade level mastery:</p> <p>Small Group Instructors (SGI) in Grades K-5 will provide academic intervention through in class small group instruction and pull-out support. Needs are identified through multiple types of assessment data, and an individualized approach is developed for each student with progress monitoring goals.</p> <p>Middle school teachers in grades 6-8 will provide academic intervention through small group pull-out instruction during SDL (Self-directed learning) periods. During these designated times, while most students are working independently, teachers of math, English, Science and Chinese will pull out students to provide targeted intervention.</p> <p>Summer Boost, a free 4-week academic intervention program will take place in July 2024. Students who are not proficient in Chinese and English will have the opportunity to receive support from teachers who will provide pull-out support each day for 4 weeks. Additional</p>	Fully	<p>Yu Ming Charter School has as successfully implemented a comprehensive intervention program to address learning loss and accelerate student achievement. Our multi-tiered support system has been fully operational, targeting students' individual needs across all grade levels.</p> <p>In our elementary grades (K-5), Small Group Instructors (SGI) have been actively providing academic intervention through both push-in and pull-out support throughout the instructional day. This support is data-driven, with student needs identified through multiple assessments and progress regularly monitored through individualized goals.</p> <p>For our middle school students (grades 6-8), we've effectively utilized Self-directed Learning (SDL) periods for targeted intervention. During these times, subject teachers in math, English,</p>	\$1,055,282	\$309,101

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		<p>academic reinforcement and feedback is provided in the classroom during whole group independent work time.</p> <p>Throughout the year, we will continue to implement Expanded Learning Opportunities Program (ELOP) during our after-school program, intersessions, and summer programming. These opportunities will provide consistent academic support for students during long breaks.</p> <p>Struggling learners will also have access to adaptive online learning platforms to support with language acquisition and proficiency, reading skills, vocabulary development and math skills:</p> <ul style="list-style-type: none"> • English: Boost Reading, K-5 (subscription) • English: Freckle ELA G3-5 (subscription) • Math: Khan Kids K-5 (free) • Chinese: Word Wall and Arch Chinese K-5 (subscription) • Chinese: Level Learning K-8 (subscription) • Chinese: Better Immersion K-2 (subscription) • Chinese: iChinese Reader G1-8 (subscription) • Chinese: wevideo G6-8 (subscription) 		<p>science, and Chinese have been consistently pulling out small groups of students for focused instruction while their peers engage in independent work. To ensure continuous academic support, we've maintained our Expanded Learning Opportunities Program (ELOP), which operates during after-school hours and intersession periods. This program has provided consistent academic support and enrichment activities, particularly beneficial during extended breaks from regular instruction.</p> <p>We've enhanced our intervention strategy through technology integration, with students actively using online learning platforms for supplemental support. These adaptive tools have helped reinforce language acquisition, reading skills, vocabulary development, and math proficiency.</p> <p>Through this comprehensive approach, we've maintained consistent support for our students while continuously monitoring and</p>		

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				adjusting our interventions to ensure effectiveness in closing learning gaps and promoting grade-level mastery.		
3	ADDRESSING SOCIAL- EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>In alignment with Yu Ming Charter School's MTSS, students have access to a comprehensive suite of services to meet the social-emotional, behavioral, and mental health needs of our students. The Director of MTSS will lead the SEL component of our MTSS, ensuring implementation of the Compass Framework for all students K-8 which includes student badge work and weekly circles. In addition, we will implement Strong Start Circle K-3, Second Step Curriculum K-3, and the Middle School SEL curriculum which we're currently researching. The Director will oversee the administration of a universal screening tool, SAEBRS (Social, Academic, and Emotional Behavior Risk Screener), which is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior problems. At-risk students will be referred to the Mental Health Clinician to address mental health needs or may participate in social/friendship groups led by the Student Culture Specialist.</p> <p>We will continue to have Self-directed Learning (SDL) blocks in K-2 focused on development of SEL skills in the first part of the year. SLD blocks have two goals in mind: Learning & practicing SEL skills; and setting goals, planning, and</p>	Fully	<p>Yu Ming Charter School has fully implemented its Multi-Tiered System of Support (MTSS) to address students' social-emotional, behavioral, and mental health needs. Under the leadership of our MTSS Director, we've successfully implemented the Compass Framework across all grade levels K-8, featuring student badge work and weekly circles that promote social-emotional development.</p> <p>Our comprehensive SEL curriculum now includes Strong Start Circle and Second Step for grades K-3, while middle school students engage with the Wayfinder curriculum (grades 6-8) and Compass SEL curriculum (grades 3-8). During Self-directed Learning (SDL) periods, our K-2 students focus on essential skills like goal-setting, planning, and self-reflection. Student Culture Specialists enhance this programming by leading social</p>	\$283,660	\$124,296

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#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<p>reflecting on mastery of goals. In the second half of the year, students, SDL will focus on academic skills.</p> <p>Panorama SEL & TNTP surveys will be administered to assess school climate. Panorama surveys bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.</p>		<p>groups that reinforce our SEL curriculum concepts.</p> <p>To ensure early identification of students needing support, we utilize the SAEBRS screening tool, which helps identify students at risk for social-emotional behavioral challenges. Our leadership team, consisting of the Principal, Assistant Principal, and Culture Specialist, conducts weekly reviews of MTSS data to monitor program effectiveness and address any barriers to learning.</p> <p>We've also enhanced our support services by implementing Care Solace, a mental health referral system that connects students, staff, and families with community resources. This addition strengthens our ability to provide comprehensive mental health support to our entire school community.</p> <p>All planned interventions and support systems for this academic year are now fully operational, creating a robust network of social-</p>		

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#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
				emotional support for our diverse student body.		
4	BROAD COURSE OF STUDY	<p>Yu Ming Charter School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, Physical Education) that include the following:</p> <ul style="list-style-type: none"> • For Gr K-8: VAPA, Choral & Instrumental Music • For Gr. 5: Design Lab <p>For Gr. 6-8: Design Lab, Service Learning (G7 Chinese), Contemporary China (G8 Chinese), Graduate Defense (G8 Chinese), SEL & Diversity Studies (G6-8), and Coding (6-8)</p>	Fully	<p>Yu Ming Charter School enriches students' educational experience through a diverse array of courses beyond the core curriculum. Our elementary students (K-5) engage in a comprehensive arts program that includes both choral and instrumental music instruction, as well as visual arts education.</p> <p>Beginning in fifth grade, students participate in Design Lab, which continues through eighth grade. This program introduces them to creative problem-solving and innovative thinking through hands-on projects.</p> <p>Our middle school program (grades 6-8) offers an especially rich selection of specialized courses. Students explore contemporary Chinese culture and society, develop their Chinese literacy skills, and participate in Chinese theatre productions. They also engage in service learning projects and prepare for their culminating Graduate Defense</p>	\$80,585	\$13,675

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#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
				<p>presentation. The curriculum is further enriched by Social-Emotional Learning (SEL) and Diversity Studies, complemented by Compass Circle discussions. Students also develop technical skills through coding classes and continue their musical education with instrumental instruction.</p> <p>This broad course offering ensures our students receive a well-rounded education that develops not only their academic abilities but also their creative, technical, and social-emotional skills.</p>		
5	SERVICES TO SUPPORT SWD	<p>El Dorado Charter is the SELPA provider for Yu Ming's Charter School. The Director of Student Support Services (SPED Director) will ensure IEP timelines and related services are addressed and communicated with parents.</p> <p>The SPED Team comprised of Director of Student Services, Education Specialists, School Psychologist, Behavior Aides, and contracted services will provide all required services to SWD to ensure the academic, social-emotional, and behavioral needs are met, and support services are provided.</p> <p>The SPED team will participate in professional learning from its SELPA to improve student</p>	Fully	<p>At Yu Ming Charter School, we maintain a robust support system for our Students with Disabilities (SWD) under the leadership of our Director of Student Support Services. Our special education program ensures strict adherence to IEP timelines and provides all mandated services, including compensatory minutes when necessary. We have scheduled Extended School Year (ESY) services to run concurrently with our Summer ELO Program, offering four weeks of continued support.</p>	\$1,367,023	\$466,649

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#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<p>academic outcomes and accelerate student learning. Yu Ming will offer an Extended School Year (ESY) to address learning loss.</p> <p>The SPED team will provide increased support and education for parents of SWD including information about; What is SPED, who is it for? Pathways to educational support, and a comprehensive SPED orientation. This is to help parents understand the full continuum of MTSS and the services that are available to them.</p> <p>In addition to these training opportunities, SPED leadership/administration and general education administration will begin to participate in alternative dispute resolution training opportunities through the EDCOE Charter SELPA and the Pathways 2 Partnership program. Some potential exploration areas include facilitated IEPs, navigating and preventing conflict, Admin Designee training, etc. To do this, SPED leadership/administration will continue to collaborate with the SELPA Program Specialist to learn what trainings are offered throughout the year, and what would be most appropriate for the team to engage in. Yu Ming's SPED leadership/administration will participate in the SELPA's Professional Learning Network meetings held throughout the year as well as CEO council to vote on important happenings and initiatives within the EDCOE Charter SELPA.</p>		<p>Professional development remains a priority for our special education team. Through our partnership with El Dorado Charter SELPA, staff have participated in several targeted training sessions during the 2024-25 school year, including:</p> <ul style="list-style-type: none"> • IEE Process and Resources (October 29, 2024) • Elementary Math Instructional Strategies (December 2, 2024) • Interdisciplinary Assessment of Girls with Suspected Autism (January 9, 2025) <p>To strengthen our community engagement, we hosted a virtual parent information session on November 7, 2024, focusing on special education services and our Multi-Tiered System of Supports (MTSS). This session helped families better understand the continuum of support available to students.</p> <p>We're actively working to enhance our dual immersion program support for SWD. On December 4, 2024, we hosted a SELPA site visit specifically focused on this topic. We're also participating in SELPA</p>		

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#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
				<p>Round Table Discussions to collaborate with other schools and identify best practices for supporting SWD in dual immersion settings.</p> <p>Our commitment to continuous improvement includes upcoming dispute resolution training through EDCOE Charter SELPA. The Director maintains regular communication with our program specialist to strengthen program development and address any concerns. Additionally, the Director plans to attend the CEO council meeting scheduled for May 15, 2025, to stay current with SELPA governance and policy updates.</p>		
6	STRENGTHENING EL PROGRAM & SERVICES	<p>Yu Ming will continue to strengthen the delivery of integrated and designated English Language Development (ELD), to accelerate learning, strengthen foundational skills, maintain a high EL reclassification rate and increase the percentage of students making progress towards English language proficiency as measured by the English Learner Progress Indicator (ELPI).</p> <p>The Designated ELD teacher will provide targeted academic support through small group</p>	Fully	<p>At Yu Ming Charter School, we provide comprehensive English Language Development (ELD) support for our English Learner (EL) students through both designated and integrated instruction. Our dedicated Designated ELD (D-ELD) teacher works directly with students in kindergarten through fourth grade through regular pull-</p>	\$51,015	\$17,833

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		<p>and one-on-one instruction to improve English language acquisition. Yu Ming will increase the frequency of designated ELD pull out groups to ensure more English Learners are making adequate progress toward English proficiency. Additionally, we will provide additional designated ELD support to English Learners during afterschool Expanded Learning Opportunities Program (ELOP).</p> <p>English and ELD teachers will participate in professional development on integrated and designated ELD standard, evidence-based strategies to support ELs, integration of ELD into our ELA curriculum, implementation of ELD curriculum and the ELPAC assessments.</p> <p>English learners will use the following curriculum and resources to support English language acquisition: Amplify Language Studio K-5, Link to Literacy (G6-8), an online standards-aligned ELD curriculum, that has structured language practice resources, and Summative ELPAC practice tests.</p>		<p>out sessions, providing targeted language instruction and support.</p> <p>For our upper grades, we've implemented additional support through one of our fifth-grade English teachers, who provides specialized D-ELD instruction for students in grades four through eight. This ensures continuity of language support as students' progress through their academic journey.</p> <p>To enhance our ELD instruction, we utilize Amplify Language Studio, a specialized platform designed to support English language proficiency development. This technology-based tool complements our direct instruction and allows for personalized language learning experiences.</p> <p>Our teaching staff has received enhanced professional development focused specifically on EL support strategies, strengthening their ability to deliver effective integrated ELD instruction across all content areas. This professional learning ensures that</p>		

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				<p>language development is supported throughout the school day, not just during designated ELD time.</p> <p>Through this multi-faceted approach combining targeted instruction, technology resources, and teacher development, we're working to ensure our English Learners develop strong language skills while maintaining academic progress in all subject areas.</p>		

2024-25 LCAP Midyear Update: YU MING CHARTER SCHOOL

Goal

Goal #	Description	Type of Goal
2	Continue to provide educators and support staff with robust professional learning opportunities, and instructional coaching on the CA Academic content standards, and evidence-based strategies that supports our Chinese Immersion educational program through student-centered/student driven learning experiences that will prepare all students to strive/excel as biliterate critical thinkers, problem solvers, community minded, diligent, and independent learners, and innovators in an ever-changing Global world.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Continue to provide professional learning opportunities and instructional coaching for teachers, support staff and leadership to address the diverse learning styles, and multilingualism needs of our students, improve student outcomes and close achievement gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
15	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 48.5%	2022-23: 48.4%		2022-23: 52%	
16	% students with access to standards-aligned materials.	2023-24: 100%	2024-25: In Progress		2024-25: 100%	

2024-25 LCAP Midyear Update: YU MING CHARTER SCHOOL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
	Source: Textbook Inventory/classroom observations					
17	<p>Implementation of the State Academic content & performance standards for all students & enable ELs access.</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)</p>	<p><u>2023-24</u></p> <p>ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 5 World Language: 5</p>	2024-25: In Progress		<p><u>2024-25:</u></p> <p>ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 5 World Language: 5</p>	

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
1	ADMIN & EDUCATORS THAT SUPPORT	Yu Ming Charter School will employ a Chief Executive Officer, 3 Principals, and appropriately	Fully	Yu Ming Charter School's leadership structure is currently operating with a Chief Executive Officer overseeing the organization	\$5,698,186	\$2,654,952

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#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
	THE ED PROGRAM	<p>credentialed teachers as part of the school's base educational program.</p> <p>Yu Ming Charter School will provide its students with a longer school day, and longer school year: 185 instructional days which exceeds the CA state requirement of 175 instructional days.</p>		<p>and three Principals leading our school sites. Our instructional team consists of appropriately credentialed teachers delivering our comprehensive educational program.</p> <p>We continue to provide students with an extended learning schedule that includes a longer school day and an academic calendar of 185 instructional days, exceeding California's state requirement of 175 days. This additional instructional time allows for deeper engagement with our dual-language curriculum and enrichment programs.</p> <p>Currently, we are managing a staffing transition with one English teacher position vacant since January 2025. To ensure continuity of instruction, we have deployed our in-house substitute teachers to maintain the quality of our English language program while we actively recruit for a permanent replacement. This temporary staffing solution allows us to maintain our high standards of</p>		

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#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
				instruction during the transition period.		
2	PROFESSIONAL DEVELOPMENT	<p>An essential component of Yu Ming Charter School's success is the robust professional learning opportunities provided to teachers, support staff and administrators, aligned to schoolwide initiatives, identified staff and student needs, and identified by our educational partners.</p> <p>For the 2024-25 school year, professional Development for educators will be led by the Director of Academics and the Chief Academic Officer. All educators will participate in robust evidence-based professional development starting with 4 days of intensive Summer Professional Development in preparation for the 2024-25 academic school year, an additional two non-instructional days, and biweekly during the academic year. Summer professional development will focus on data analysis, instructional planning and DEI. All new teachers will participate in three additional days for New Staff orientation focused on learning the Yu Ming model, research-based instructional practices, PBIS, DEI and curriculum planning.</p> <p>The areas of focus for professional development include:</p> <ul style="list-style-type: none"> Core 3 Instructional Practices: Culture, Rigor, Data 	Fully	<p>Yu Ming Charter School maintains a dynamic professional development (PD) program that has been fully implemented as planned for the current academic year. At the core of our professional growth model is a comprehensive coaching system, where Instructional Coaches conduct weekly classroom observations followed by targeted feedback sessions. This systematic approach aims to enhance teaching practices, strengthen instructional delivery, build teacher capacity, and promote high retention rates among our faculty.</p> <p>We've successfully implemented a coaching dashboard that collects and analyzes data from weekly classroom walkthroughs. This data-driven approach allows our coaches to identify trends and areas for growth, which directly inform our professional learning offerings and the development of targeted practice labs for teachers.</p>	\$866,112	\$494,578

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#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<ul style="list-style-type: none"> • Amplify CKLA (Core Knowledge Lang Arts) • DIBELS (English Assessment) • CCSS ELA & Chinese Language Arts • Chinese Skills Reading (Guided Reading) • Graduate Profile • Student Agency • Student led conferences • Graduate Defense • Data Driven Instruction • Culturally Responsive Teaching • Anti-Bias Anti Racism • Diversity, Equity and Inclusion • Compass (SEL) • Strong Start (SEL) • Second Step (SEL) • Student Behavior Management • Standards-based Writing • SBAC Interim & Summative • Personalized & Differentiated Instruction • Wilson Reading Program (SPED) • RBT Supervision Training (SPED) • Making Math Real (SPED) <p>All teachers will receive ongoing instructional coaching by the Principals, Assistant Principals,</p>		<p>Leadership engagement remains strong, with Assistant Principals (and the Principal at one campus) providing weekly coaching sessions for our Small Group Instructors (SGIs). To ensure the highest quality of coaching, all instructional coaches, including Principals, Assistant Principals, and teacher-coaches, have received specialized training from Relay on Observation Feedback, enhancing their ability to provide effective guidance and support.</p> <p>Our professional development extends beyond instructional coaching. Principals and Assistant Principals have participated in Compass training, strengthening their ability to support our SEL program implementation. Additionally, our Directors of Academics and SEL/Equity continue their professional growth through external coaching and role-specific professional development opportunities.</p> <p>Through this comprehensive approach to professional development, we're fostering a</p>		

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#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<p>Director of Academics or Instructional coaches. Teachers will have weekly/biweekly 20m observations and 45m feedback meetings with a coach. Additionally, there will be weekly 5m walkthroughs in classrooms by a subset of coaches, looking for evidence and growth for teachers in Core 3 practices (Culture, Rigor, Data). The weekly walkthroughs will provide opportunities for coaches to align on teacher proficiency levels as they utilize our Coaching Educator's Rubric and Coaching dashboard more effectively so that teachers have a clearer understanding of how they are performing at all times using the rubric, and areas of growth.</p> <p>Not-yet-proficient teachers will participate in monthly intensive practice labs to grow their proficiency in Core 3 Instructional Practices of Culture, Rigor and Data.</p> <p>To support teacher effectiveness and credential clearance, Yu Ming Charter School will pay for teacher induction expenses and teacher mentors.</p> <p>Yu Ming will also implement targeted classroom walkthroughs, focused on specific elements of our program (Strong Start Circle, intervention, SDL, Compass Circle), so that teachers can receive feedback and ensure alignment across classrooms, grade levels, and at each school site.</p> <p>The Assistant Principals at each campus will supervise SGIs providing feedback, coaching and professional development to ensure alignment of expectations. Professional development for SGIs</p>		culture of continuous improvement and supporting our educators in delivering excellent instruction in our dual-language program.		

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#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<p>will focus on small group instruction, behavior management strategies, and supporting diverse learners.</p> <p>We will provide ongoing coaching to Behavior intervention aides; with release time for coaching and professional development, led by a Board-Certified Behavioral Analyst (BCBA).</p> <p>In addition to coaching, we will continue to evaluate all teachers, SGI's and student support service providers using the Teacher Development and Evaluation System or a role-specific evaluation tool. Educators will set goals, reflect on their growth and receive feedback from their supervisors at least twice during the year: mid-year and end of year.</p> <p>Yu Ming will continue to build capacity among its leadership team. New Principal, Assistant Principals will participate in the Relay Graduate School of Education's Leverage Leadership Institute Workshops. Chief Academic Officer, Director of Academics, Director of Student Support Services, Director of Operations will participate in conferences and workshops aligned to their responsibilities.</p>				
3	CORE CURRICULAR PROGRAM NEEDS	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> Chinese leveled books and Big Books K-5 Chinese Content Literature connected to Social Science and Science K-5 	Fully	Yu Ming Charter School ensures all students have access to standards-aligned curriculum and instructional materials through regular assessment and purchasing of educational resources. For the	\$179,675	\$104,140

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#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		<ul style="list-style-type: none"> • Level Chinese (digital subscription) K-8 • Amplify CKLA K-5 • Science Lab Materials K-8 • Amplify Science Curriculum (G5) • OpenSciEd Curriculum G6-8 • English novel sets G6-8 • New English Curriculum (EL or Fishtank Learning) G6-8 • New SEL Curriculum (nXu or Wayfinder) G6-8 • Illustrative Mathematics Workbooks for G6-8 <p>Yu Ming Charter School will ensure that all students have access to standards aligned curricular and instructional materials.</p>		<p>current academic year, we have successfully acquired and distributed most required materials across all grade levels.</p> <p>In our middle school program, we've enhanced our social-emotional learning resources with the addition of the Wayfinder SEL curriculum. This new acquisition supports our commitment to students' holistic development.</p> <p>Currently, we have completed most of our planned curriculum purchases, with one remaining procurement in progress: additional novel sets for our middle school English Language Arts program, which will be acquired for use in the second semester.</p> <p>Through these strategic investments in instructional materials, we continue to support high-quality teaching and learning across our dual-language program while ensuring all students have the resources they need to succeed.</p>		
4	CLOSING THE DIGITAL DIVIDE	The IT Team will ensure all students have access to a technology device to be able to access	Fully	Yu Ming Charter School maintains a comprehensive one-to-one	\$389,917	\$287,601

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#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		curricular, instructional materials and assessments; will provide devices for teachers, including software subscriptions, classroom technology, and cybersecurity software. Additional purchases will be made as identified on the annual needs assessment.		<p>technology program, ensuring every student and teacher has access to a dedicated device. These devices serve as essential tools for accessing curriculum, instructional materials, online learning platforms, and assessments.</p> <p>To protect our digital infrastructure and users, we have implemented all necessary cybersecurity software and subscriptions. Our IT team actively manages our technology resources, providing regular maintenance, updates, and technical support to keep all devices functioning optimally for daily classroom use.</p> <p>Through this robust technology support system, we ensure seamless integration of digital resources into our educational program while maintaining a secure learning environment.</p>		

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Goal

Goal #	Description	Type of Goal
3	Engage parents as partners through education, communication, and collaboration that fosters strong relationships and community. Continue to strengthen relationship-centered student, family, and community engagement to build a positive and nurturing school environment, and our commitment to shared decision-making and participatory practices.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Engaging families/parents is essential to successfully educate “the whole child.” Our school will continue to strengthen communication and collaboration with families to improve student engagement and provide a welcoming and inclusive learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
18	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary		2024-25: Good	
19	Parent input in decision-making for UP & SWD. (Questions 9-12)	<u>2023-24:</u> 9. 5 10.5	2024-25: In Progress		<u>2024-25:</u> 9. 5 10.5	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
	<u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool .	11.5 12.5			11.5 12.5	
20	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	<u>2023-24:</u> 1. 5 2. 5 3. 5 4. 5	2024-25: In Progress		<u>2024-25:</u> 1. 5 2. 5 3. 5 4. 5	
21	Other Local Measure - Student Survey: Sense of safety & school connectedness	<u>2023-24:</u> 60% ES; 62% MS Sense of Safety	2024-25: In Progress		<u>2024-25:</u> 61%ES; 63% MS Sense of Safety	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
	Source: Panorama CORE Survey	74% ES; 57% MS School connectedness			75% ES; 58% MS School connectedness	
22	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama Family Engagement Survey	<u>2023-24:</u> 88% Sense of Safety 96% School connectedness	2024-25: In Progress		<u>2024-25:</u> 89% Sense of Safety >90% School connectedness	
23	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: TNTP Insight Survey	<u>2023-24:</u> 60% Sense of Safety 71% School connectedness	2024-25: In Progress		<u>2024-25:</u> 61% Sense of Safety 72% School connectedness	

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT &	Ensuring a safe, welcoming, and positive school climate is critical to student well-being and learning. Yu Ming Charter School will provide students with opportunities to engage in outdoor learning experiences through field trips, to further enhance the learning process, deepen student	Fully	Yu Ming Charter School has established a vibrant and supportive learning environment through a variety of initiatives designed to enhance school culture and student engagement. Throughout the year, we've	\$723,965	\$290,178

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#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
	SAFE LEARNING ENVIRONMENT	<p>engagement and motivation; and promote student performances and assemblies.</p> <p>The School Safety Plan will be reviewed, revised and discussed staffwide including emergency drills that will take place, school supervision staff, implementation of Raptor Visitor Management System. Hearing and vision screenings will be provided as required by state law.</p>		<p>enriched student experiences through field trips, community meetings, assemblies, and student performances, each contributing to a stronger sense of school spirit and community connection. To measure the effectiveness of these efforts, we've conducted comprehensive school climate surveys focusing on student connectedness, safety, and sense of belonging. The results of these surveys will be incorporated into our LCAP and Local Indicators report, providing valuable insights into our school community's well-being.</p> <p>Safety remains a top priority, with our Comprehensive School Safety Plan recently reviewed, updated, and shared with staff to ensure consistent implementation of safety protocols. As part of our commitment to student health, we've completed required hearing and vision screenings for our students.</p> <p>Through these coordinated efforts, we continue to foster an environment where students feel</p>		

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				safe, connected, and engaged in their learning journey.		
2	PARENT INPUT IN DECISION- MAKING	<p>Yu Ming Charter School provides parents (including families representing Unduplicated Pupils (UP) and Students with Disabilities) opportunities to serve on decision-making committees that include:</p> <ul style="list-style-type: none"> English Language Advisory Committee (ELAC), DELAC English Learner Parent Advisory Committee (EL-PAC) - CA EC 52062(a)(2) – if applicable Parent Advisory Committee (PAC) per CA EC 52062(a)(1) FSO Council/Family Affinity Groups <p>Yu Ming Charter School also have parent representatives serving on the governing board. Interpreter services are available upon request.</p>	Fully	<p>Yu Ming Charter School actively engages parents in school governance and decision-making through several established committees. Our parent engagement structure includes representation from families of Unduplicated Pupils (UP) and Students with Disabilities, ensuring diverse voices in our school's leadership.</p> <p>The English Language Advisory Committee (ELAC) has begun its annual meeting cycle, with one meeting completed and three more scheduled for February, March, and April. These meetings provide crucial input on programs and services for English Learners.</p> <p>Our Parent Advisory Committee (PAC), as established by California Education Code 52062(a)(1), continues to serve as a vital platform for parent input on school-wide initiatives and programs. Working alongside these committees, our FSO Council and</p>	\$0	\$0

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				<p>Family Affinity Groups provide additional avenues for family engagement and community building.</p> <p>Parent representation extends to our governing board, where parent members actively participate in high-level decision-making. To ensure accessibility for all families, we provide interpreter services upon request for all meetings and communications.</p> <p>Through these structured opportunities for parent involvement, we maintain strong family partnerships in shaping our school's direction and programs.</p>		
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>Yu Ming Charter School will provide parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child's education.</p> <p>The Family Engagement and Outreach Coordinator continues to support under-represented/low-income families to ensure high family participation, clarification of academic resources available to support their child, ensure access to technology, to name a few. Yu Ming</p>	Fully	Yu Ming Charter School's family engagement initiatives are thriving under the leadership of our Family Engagement and Outreach Coordinator, who has successfully strengthened connections with our under-represented and low-income families. Through targeted outreach, the coordinator ensures families have clear access to academic resources, technology support, and other essential	\$100,268	\$39,591

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		<p>has established Family Affinity Groups that build community and inclusion for under-represented families. The Family Engagement and Outreach Coordinator facilitates affinity groups (Black, LGBTQ+, English learners, Latinx, SWD) to further build communities of support within the school.</p> <p>Yu Ming's staff will continue to communicate with families using the ParentSquare app.</p> <p>All correspondence sent to families/guardians will be provided in English and translated to Spanish and Mandarin, as identified by our (primary) language survey and the "15% and above translation needs." Interpreter services are available upon request.</p>		<p>services to support their children's education.</p> <p>Our Family Affinity Groups have become vibrant communities within our school, meeting monthly to foster inclusion and support. These groups, including Black, LGBTQ+, English learners, Latinx, and Students with Disabilities families, provide spaces for community building and mutual support. The success of these groups is evident in our increased parent participation and engagement across all communities.</p> <p>Communication remains strong through our consistent use of ParentSquare, with all correspondence provided in English, Spanish, and Mandarin to meet our community's language needs. Interpreter services continue to be available upon request, ensuring all families can actively participate in school communications and events.</p> <p>Community events have been particularly successful this year,</p>		

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				<p>with well-attended celebrations including Black History events and family cookouts. These gatherings have strengthened our school community and fostered deeper connections among families. The coordinator's focused outreach to English Learner families has resulted in improved attendance and renewed family engagement.</p> <p>We've seen exceptional parent involvement in school support, particularly in fundraising for our Arts Programming, demonstrating our families' commitment to enriching our school's offerings.</p> <p>Through these coordinated efforts, we've created a more inclusive and engaged school community where all families feel welcomed, valued, and actively involved in their children's education.</p>		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	<p>Yu Ming Charter School strives to provide all students and staff with safe and clean school facilities.</p> <p>Annually, Yu Ming Charter School will complete the Facility Inspection Tool (FIT) report for each site. Results will be reported annually on the</p>	Fully	Yu Ming Charter School operates across three campuses, each maintained to high standards through our dedicated janitorial and maintenance staff. Our facilities team conducts regular upkeep and repairs to ensure safe,	\$1,434,106	\$649,688

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		SARC, Local Indicators Report and LCAP. Issues and/or findings will be addressed in a timely manner.		<p>clean learning environments at all locations.</p> <p>We assess the condition of each campus through annual Facility Inspection Tool (FIT) evaluations. These comprehensive assessments examine various aspects of our facilities, with results documented in our School Accountability Report Card (SARC), Local Control Accountability Plan (LCAP), and Local Indicators Reports.</p> <p>Our administrative team promptly reviews and addresses any findings from these inspections, ensuring all facilities issues are resolved efficiently to maintain optimal learning conditions across all three sites.</p>		