

Address:	2501 Chestnut St. Oakland, CA , 94607-2477	Principal:	Celia Pascual, Chief Academic Officer
Phone:	(510) 452-2069	Grade Span:	K-8

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Celia Pascual, Chief Academic Officer

Principal, Yu Ming Charter

Contact

Yu Ming Charter
2501 Chestnut St.
Oakland, CA 94607-2477

Phone: (510) 452-2069
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Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Alameda County Office of Education
Phone Number	(510) 887-0152
Superintendent	Castro, Alysse
Email	superintendent@acoe.org
Address	
Website	www.acoe.org

School Contact Information (School Year 2025–26)

School Name	Yu Ming Charter
Street	2501 Chestnut St.
City, State, Zip	Oakland, CA , 94607-2477
Phone Number	(510) 452-2069
Principal	Celia Pascual, Chief Academic Officer
Email	cpascual@yumingschool.org
Address	
Website	http://www.yumingschool.org
Grade Span	K-8
County-District-School (CDS) Code	01100170124172

School Description and Mission Statement (School Year 2025–26)

Yu Ming Charter School is a Mandarin immersion public charter school serving approximately 1,058 students in grades TK–8 across multiple campuses in Oakland, California. As California’s first Mandarin immersion charter school, Yu Ming is a recognized leader in bilingual education, personalized learning, and academic excellence.

Student Population

Yu Ming serves a diverse student body reflective of the broader Oakland community: 56% Asian, 22% Two or More Races, 10% Hispanic/Latinx, 9% African American, and 5% White. In addition, 6% of students are Students with Disabilities, 17% are English Learners, and 34% are Socioeconomically Disadvantaged. The school is committed to equity, access, and high achievement for all student groups.

Mission and Vision

Yu Ming’s mission is to provide students from diverse ethnic, racial, socio-economic, and language backgrounds with the opportunity to become fully bilingual, biliterate, and bicultural in Mandarin Chinese and English. The school cultivates an inclusive community of empowered, engaged global citizens who use their education to make a positive difference in the world.

Yu Ming is grounded in the belief that all children can succeed. Through a rigorous, data-informed instructional model, the school is committed to unleashing every student’s potential and delivering measurable academic and developmental outcomes.

Graduate Profile

Yu Ming graduates develop four core competencies that prepare them for academic success, civic engagement, and lifelong learning:

- 1. **Self-Awareness and Reflection** – Students develop a deep understanding of themselves through reflection on learning and experience.
- 2. **Connection and Collaboration** – Students build strong relationships and global connections across cultures and communities.
- 3. **Service and Problem Solving** – Graduates analyze complex issues and design real-world solutions that serve the greater good.
- 4. **Effective Communication** – Students communicate with clarity and impact across languages, audiences, and modalities.

Campus Locations and Growth

Yu Ming currently operates **four campuses**: 3 situated in Oakland, and 1 in San Leandro:

- **Chestnut Campus (Oakland)**: Transitional Kindergarten (TK)–Grade 4

- **MLK Jr. Campus (Oakland):** Grades 5–8
- **Carolyn Campus (San Leandro):** Grades K–2
- **Adeline Campus (Oakland):** Grades 3–4

The school is in escrow on two permanent facilities that will support long-term stability and growth. One facility will replace the temporary MLK Jr. middle school site, and the Carolyn campus will continue to serve Yu Ming students with planned grade expansion. Beginning in 2025–26, Yu Ming expanded to include Transitional Kindergarten (TK).

Dual Language Immersion Model

Yu Ming implements a one-way Mandarin dual language immersion model, with instruction delivered in both Mandarin and English. At least 50% of instructional time occurs in Mandarin, with language allocation intentionally adjusted by grade level to support language acquisition:

- **Grades K–2:** 85–90% Mandarin, 10–15% English
- **Grade 3:** 70% Mandarin, 30% English
- **Grades 4–5:** 50% Mandarin, 50% English
- **Grades 6–8:** 30–50% Mandarin, based on student needs and course offerings

This model reflects research on second-language acquisition and recognizes the intensive exposure required for English-speaking students to develop proficiency in Mandarin, a tonal language with a logographic writing system. Instruction in Mandarin is delivered by native or near-native speakers, while English instruction is led by native English-speaking teachers.

Educational Program and Instructional Approach

Personalized and Project-Based Learning

Yu Ming integrates personalized learning with project-based learning (PBL) to promote student agency, critical thinking, and deep engagement. Students take ownership of their learning through goal-setting, inquiry, and real-world application of knowledge. PBL units challenge students to collaborate, analyze complex problems, and design authentic solutions, resulting in stronger retention and conceptual understanding.

Curriculum and Instruction

Instruction is aligned to Common Core State Standards, Next Generation Science Standards (NGSS), and ACTFL Language Proficiency Guidelines. Key features include:

- A balanced immersion literacy program adapted from Reader's and Writer's Workshop
- Systematic bilingual literacy development from Kindergarten through Grade 8
- A vertically articulated writing curriculum in both Mandarin and English

- Instructional strategies including explicit instruction, small-group learning, independent practice, technology integration, and one-on-one conferencing

The Kindergarten program emphasizes oral language development within a developmentally appropriate early literacy framework. Students demonstrate interpersonal, interpretive, and presentational communication skills across content areas.

Assessment and Data-Informed Instruction

Student progress is monitored through diagnostic, formative, and summative assessments, frequent teacher conferences, mentoring, and data from online tools. Annual summative assessments include CAASPP (English Language Arts and Mathematics) and STAMP/ELLOPA for Mandarin proficiency. Assessment data—both qualitative and quantitative—is shared regularly with students and families through conferences and ongoing communication.

Student Supports and Services

Every student has personalized learning goals addressing academic growth as well as social and organizational skills, known in middle school as Habits of Success. Students requiring additional support may access the Student Support Team (SST) process, 504 Plans, or Individualized Education Programs (IEPs) as appropriate. English Learners receive targeted instruction designed to accelerate English proficiency while meeting grade-level academic standards.

Enrichment, STEAM, and Technology

Yu Ming offers a well-rounded education that includes:

- Weekly **visual and performing arts** instruction for all students
- **STEAM-integrated projects** in the Design Lab for upper-grade students
- A Design Lab equipped with computers, robotics kits, and rapid prototyping tools

Technology integration is developmentally appropriate:

- **Grades K–2:** Small-group iPads and Kindles
- **Grades 3–5:** Classroom sets of Chromebooks
- **Grades 6–8:** One-to-one Chromebooks

Research Foundation and Model Sharing

Yu Ming's model is grounded in extensive research demonstrating that immersion education improves language proficiency, cognitive flexibility, academic achievement, and long-term educational outcomes.

Bilingual students consistently outperform monolingual peers across demographics and are more likely to enroll in college and advanced coursework.

Yu Ming also serves as a **model-sharing school**, providing professional development and technical assistance to other immersion programs. Following a successful pilot with three partner schools, the initiative is expanding to include additional sites.

Continuous Improvement and Partnerships

Yu Ming is a member of **Summit Learning Partners**, a national network focused on personalized learning, mentoring, project-based learning, and student agency. Teachers engage in continuous inquiry, research, and reflection to refine best practices and drive improvement. As an innovator in Mandarin immersion and technology-integrated personalized learning, Yu Ming is committed to sharing its learning broadly.

Academic Performance and Outcomes

Yu Ming students consistently outperform district, county, and state averages on **CAASPP**, including for historically underserved student groups. In 2024, Yu Ming ranked among the **top 1% of California schools** for achievement among African American, Hispanic/Latinx, English Learner, socioeconomically disadvantaged students, and students with disabilities. Yu Ming is the **highest-performing public elementary and middle school in Alameda County**.

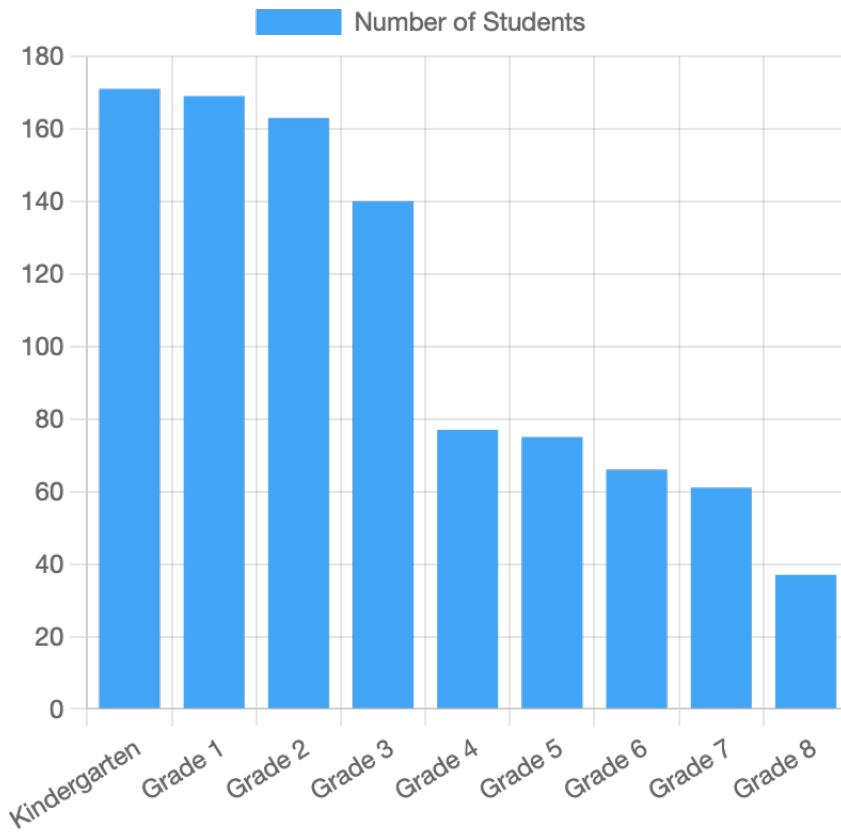
In **2024–25**, Niche rankings placed Yu Ming:

- #1 Charter Elementary School in the Bay Area
- #1 Charter Middle School in the Bay Area
- #5 Charter Elementary School in California
- #6 Charter Middle School in California

Yu Ming Charter School delivers an engaging, rigorous, and inclusive education that empowers students to become bilingual, academically strong, and globally minded leaders prepared for future success.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	171
Grade 1	169
Grade 2	163
Grade 3	140
Grade 4	77
Grade 5	75
Grade 6	66
Grade 7	61
Grade 8	37
Total Enrollment	959



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	51.00%
Male	49.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	51.70%
Black or African American	8.20%
Filipino	3.00%
Hispanic or Latino	8.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	22.40%
White	5.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.20%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	34.10%
Students with Disabilities	5.90%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.70	48.47%	107.10	50.14%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.90	6.54%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.50	17.74%	36.20	16.95%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	11.00	30.27%	45.80	21.45%	11953.10	4.28%
Unknown/Incomplete/NA	1.20	3.47%	10.40	4.91%	15831.90	5.67%
Total Teaching Positions	36.60	100.00%	213.70	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.90	48.44%	106.80	50.11%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.90	2.29%	12.30	5.78%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	19.00	44.05%	50.40	23.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	5.20%	37.90	17.79%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	5.60	2.65%	14303.80	5.15%
Total Teaching Positions	43.20	100.00%	213.20	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.60	43.04%	86.80	44.94%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.90	2.17%	9.10	4.72%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	22.60	49.52%	51.20	26.52%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	4.86%	41.80	21.66%	12112.80	4.34%
Unknown/Incomplete/NA	0.10	0.35%	4.10	2.15%	13705.80	4.91%
Total Teaching Positions	45.70	100.00%	193.20	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	6.50	19	22.60
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	6.50	19	22.60

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	10.90	2.2	1.40
Local Assignment Options	0.10	0	0.70
Total Out-of-Field Teachers	11.00	2.2	2.20

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.5%	39.1%	48.20%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	23.6%	24.00%

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> • Amplify CKLA (Core Knowledge Language Arts) for K-5 • Fishtank Learning for Gr 6-8 • Amplify Language Studio for ELD K-5 • Launch to Literacy and Link to Literacy for ELD Gr 6-8 	0
Mathematics	<ul style="list-style-type: none"> • SFUSD Units of Study for Mathematics for K-4 • Illustrative Mathematics for Gr 5-8 	0
Science	<ul style="list-style-type: none"> • STC Carolina Curriculum K • Foss Gr 1-4 • Amplify Science Gr 5 • OpenSciEd Gr 6-8 • Better Immersion K-5 • Amplify CKLA (Core Knowledge Language Arts) K-5 	0
History-Social Science	<ul style="list-style-type: none"> • Amplify CKLA (Core Knowledge Language Arts) K-5 • Better Immersion K-5 • TCI Gr 6-8 	0
Foreign Language	<ul style="list-style-type: none"> • Better Immersion K-5 • Level Chinese K-8 • Leveled Reading Libraries K-8 • Learning Headquarters K-8 • Teacher created Chinese projects Gr 6-8 	0
Health	Not applicable	0
Visual and Performing Arts	Not applicable	0

Science Lab Eqpmt (Grades 9- 12)	N/A	0
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Maintenance and Repair

Yu Ming Charter School operates across four school sites: **Chestnut Campus (grades K–3)**, **MLK Jr. Campus (grades 4–8)**, **Carolyn Campus (grades K–2)**, and **Adeline Campus (grades 3–4)**. The school ensures that all facilities across these campuses are maintained in good repair and safe working condition. Maintenance staff respond to repair requests through a formal work order system designed to ensure timely, efficient, and well-documented service. Emergency situations and repairs related to health and safety are prioritized and addressed immediately.

Cleaning Process and Schedule

Yu Ming Charter School has established consistent, schoolwide cleaning standards to maintain clean, safe, and orderly learning environments at all four campuses. The Site Administrator, in collaboration with key operations and custodial staff, oversees custodial services and monitors cleaning schedules to ensure that classrooms, common areas, and restrooms are cleaned and maintained on a regular and ongoing basis.

Facilities Inspection Tool (FIT)

Yu Ming Charter School conducts annual facility inspections at each campus using the **Facilities Inspection Tool (FIT)** developed by the State of California Office of Public School Construction (OPSC). The FIT is used to evaluate the overall condition of school facilities and to confirm that each site is clean, safe, and functional. Results from the annual FIT inspections are reported in the **School Facility Good Repair Status** section of this School Accountability Report Card (SARC).

School Facility Good Repair Status

- Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:
- Determination of repair status for systems listed
 - Description of any needed maintenance to ensure good repair
 - The year and month in which the data were collected
 - The rate for each system inspected
 - The overall rating

Year and month of the most recent FIT report: August 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2025

Overall Rating	Exemplary
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	86%	84%	49%	51%	47%	48%
Mathematics (grades 3-8 and 11)	91%	88%	42%	45%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	449	446	99.33%	0.67%	84.30%
Female	234	232	99.15%	0.85%	86.21%
Male	215	214	99.53%	0.47%	82.24%
American Indian or Alaska Native	--	--	--	--	--
Asian	225	224	99.56%	0.44%	86.16%
Black or African American	41	39	95.12%	4.88%	66.67%
Filipino	11	11	100.00%	0.00%	81.82%
Hispanic or Latino	42	42	100.00%	0.00%	73.81%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	98	98	100.00%	0.00%	89.80%
White	30	30	100.00%	0.00%	93.33%
English Learners	31	31	100.00%	0.00%	29.03%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	94	94	100.00%	0.00%	70.21%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	35	35	100.00%	0.00%	54.29%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met

or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	449	446	99.33%	0.67%	88.12%
Female	234	232	99.15%	0.85%	85.78%
Male	215	214	99.53%	0.47%	90.65%
American Indian or Alaska Native	--	--	--	--	--
Asian	225	224	99.56%	0.44%	93.30%
Black or African American	41	39	95.12%	4.88%	64.10%
Filipino	11	11	100.00%	0.00%	100.00%
Hispanic or Latino	42	42	100.00%	0.00%	73.81%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	98	98	100.00%	0.00%	88.78%
White	30	30	100.00%	0.00%	96.67%
English Learners	31	31	100.00%	0.00%	51.61%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	94	94	100.00%	0.00%	73.40%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	35	35	100.00%	0.00%	51.43%

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

standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
Science (grades 5, 8, and high school)	77.12%	70.64%	0.00%	0.00%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	110	109	99.09%	0.91%	70.64%
Female	57	57	100.00%	0.00%	70.18%
Male	53	52	98.11%	1.89%	71.15%
American Indian or Alaska Native	--	--	--	--	--
Asian	53	52	98.11%	1.89%	76.92%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	24	24	100.00%	0.00%	70.83%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	19	19	100.00%	0.00%	63.16%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected

student population is ten or fewer.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

Yu Ming Charter School is committed to meaningful parent and family engagement in educational decision-making. The school ensures that all families—including those of Unduplicated Pupils and Students with Disabilities—have equitable and authentic opportunities to participate in shaping school policies, programs, and practices. Family input is valued as an essential component of continuous school improvement and student success.

Advisory Committees and Organized Opportunities for Involvement

Yu Ming Charter School maintains a comprehensive structure of advisory committees that provide formal channels for parent participation:

- **English Language Advisory Committee (ELAC)** provides families of English Learners opportunities to advise the school on programs, services, and supports that impact English Learner students.
- When applicable, the **English Learner Parent Advisory Committee (EL-PAC)** fulfills the requirements of California Education Code section 52062(a)(2), ensuring dedicated representation for English Learner families.
- The **Parent Advisory Committee (PAC)**, established pursuant to California Education Code section 52062(a)(1), is open to all families and provides input on school programs, policies, and progress toward Local Control and Accountability Plan (LCAP) goals.
- The **Family School Organization Council** and **Family Affinity Groups** offer additional opportunities for families to engage in school activities, community-building efforts, and dialogue around school culture and operations.

Parents interested in participating in any advisory committee may contact the school office or the Family Engagement and Outreach Manager for meeting schedules, agendas, and participation details.

Governance Participation

Yu Ming Charter School includes parent representatives on the school's governing board. This structure ensures that family perspectives are incorporated into strategic planning, policy development, and oversight of school operations.

Dedicated Family Support

The **Family Engagement and Outreach Manager** supports family participation by:

- Assisting families in understanding academic programs and available student supports
- Facilitating access to technology and school resources
- Engaging underrepresented and low-income families
- Serving as a liaison between families and school leadership

Families may contact the Family Engagement and Outreach Manager through the school office or via schoolwide communications to request assistance or information about engagement opportunities.

Community Building and Inclusion

Yu Ming Charter School has established **Family Affinity Groups** to foster inclusive community connections among families. These groups support families of Black students, LGBTQ+ families, English Learners, Latinx families, and families of Students with Disabilities. Facilitated by the Family Engagement and Outreach Manager, affinity groups provide opportunities for families to connect, access targeted resources, and offer feedback on school programs and services.

Communication and Accessibility

Yu Ming Charter School maintains regular communication with families through the **ParentSquare** platform, which serves as the primary system for school announcements, event information, and direct communication with staff. All school communications are provided in English and translated into Spanish and Mandarin in accordance with primary language data and state translation requirements. Interpreter services are available upon request for meetings, conferences, and school events to ensure full access for all families.

Special Education Family Engagement

Parents of students with disabilities are invited to participate in the **El Dorado County Charter SELPA Community Advisory Committee**, which provides input on the Special Education Local Plan, annual priorities, and parent education initiatives. The Community Advisory Committee meets three times annually in an online format during the 2025–26 school year.

Ongoing Family Partnership

Through these multiple engagement structures and communication pathways, Yu Ming Charter School ensures that parent and family voices are not only heard, but actively integrated into school decision-making. This collaborative approach strengthens partnerships between families and the school, supports student success, and promotes a welcoming, inclusive school community.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	963	959	30	3.1%
Female	491	489	15	3.1%
Male	472	470	15	3.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	499	496	6	1.2%
Black or African American	79	79	8	10.1%
Filipino	29	29	0	0.0%
Hispanic or Latino	84	84	6	7.1%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	217	216	6	2.8%
White	52	52	4	7.7%
English Learners	166	166	4	2.4%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	332	331	18	5.4%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	70	70	8	11.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected

student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.39%	0.11%	0.21%	2.19%	2.30%	2.17%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.02%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.21%	0.00%
Female	0.00%	0.00%
Male	0.42%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.19%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.46%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.60%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.43%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

Yu Ming Charter School maintains a Comprehensive School Safety Plan that is designed to ensure the safety and well-being of all students, staff, and visitors across all campuses. The plan is developed and maintained in accordance with California Education Code requirements and includes protocols for prevention, preparedness, response, and recovery.

Annual Review, Update, and Approval

- The School Safety Plan was board approved in 2025.
- The plan was updated on August 15, 2025, incorporating new guidance from the California Department of Education for the 2025–26 school year.
- Development and review of the 2025–26 plan took place in July 2025.
- The plan was reviewed and approved by the Yu Ming Safety Committee and Family Support Organization (FSO) Council, and includes parent representatives.
- The plan is available for public review in the school office.

Discussion with Faculty and Student Representation

The Comprehensive School Safety Plan is reviewed annually with school faculty and staff through professional learning and safety training sessions. Staff receive training on emergency procedures, roles, and responsibilities prior to drills and throughout the school year. Student participation occurs through age-appropriate instruction, safety briefings, and required emergency drills, ensuring that students understand emergency expectations and procedures.

Key Elements of the Safety Plan

The Comprehensive School Safety Plan includes, but is not limited to, the following components:

- **Emergency Response Procedures** for fire, earthquake, lockdown, shelter-in-place, intruder/active threat, bomb threats, severe weather, utility failures, medical emergencies, and hazardous materials incidents.
- **Standardized Emergency Management System (SEMS)** structure, defining clear roles and responsibilities for Incident Command, Safety Officers, Operations, Logistics, and Communication teams at each campus.
- **Campus-Specific Evacuation Plans and Maps**, including designated emergency meeting areas and reunification locations.
- **Emergency Drill Schedule**, including monthly fire drills, quarterly earthquake drills, lockdown drills, and major disaster drills conducted throughout the school year.
- **Student Reunification Procedures**, outlining secure and orderly processes for releasing students to authorized caregivers following an emergency.
- **School Safety Policies and Practices**, including child abuse and neglect reporting, suspension and expulsion procedures, anti-discrimination and anti-bullying policies, campus security, and safe

ingress and egress procedures.

- **Adaptations for Students with Disabilities**, ensuring accommodations and additional supports are implemented during emergencies as documented in students' IEPs or 504 Plans.
- **Training and Continuous Improvement**, including staff training, post-drill feedback, and ongoing updates to procedures to strengthen schoolwide preparedness.

Through the annual review, staff training, and implementation of this Comprehensive School Safety Plan, Yu Ming Charter School demonstrates its ongoing commitment to maintaining a safe, secure, and supportive learning environment for all students and staff.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	28.00	0	6	0
1	27.00	0	6	0
2	27.00	0	3	0
3	27.00	0	3	0
4	26.00	0	3	0
5	24.00	0	3	0
6	20.00	0	2	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	28.00		9	
1	28.00		12	
2	25.00		11	
3	26.00		6	
4	26.00		6	
5	44.00		1	3
6	20.00	19	11	
Other**	28.00		1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	28.00		12	
1	28.00		12	
2	27.00		12	
3	23.00	1	11	
4	26.00		6	
5	25.00		5	
6	32.00		3	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	3	1	0
Mathematics	22.00	3	1	0
Science	22.00	3	1	0
Social Science	22.00	3	1	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	2		
Mathematics	23.00	4		1
Science	20.00	4		
Social Science	20.00	2		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	2	2	
Mathematics	24.00	3	2	
Science	25.00	2	2	
Social Science	25.00	2	2	

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

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.80
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17974.69	\$3928.98	\$14009.76	\$83237.92
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	--
Percent Difference – School Site and State	N/A	N/A	22.80%	-18.60%

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

Types of Services Funded (Fiscal Year 2024–25)

To address learning gaps and accelerate student achievement, Yu Ming Charter School implements a comprehensive system of intervention and support services. These programs ensure all students progress toward grade-level mastery across core academic areas while also addressing their social-emotional, behavioral, and mental health needs.

Academic Intervention Services

Elementary Intervention (Grades K–5)

Small Group Instructors provide differentiated academic support through both in-class small group instruction and targeted pull-out sessions. Student needs are identified through comprehensive assessment data analysis, and individualized intervention plans with progress monitoring goals are developed for each participating student.

Middle School Intervention (Grades 6–8)

Teachers deliver targeted academic intervention through small group instruction during Self-Directed Learning (SDL) periods. While most students engage in independent work, math, English, science, and Chinese teachers provide focused support to students requiring additional assistance.

Extended Learning Programs

Summer Boost Program

This intensive four-week academic intervention program supports students not yet proficient in Chinese and English. Offered at no cost to families in July 2025, the program provides daily targeted instruction from certified teachers, supplemented by classroom reinforcement during independent work periods.

Expanded Learning Opportunities Program (ELOP)

Year-round academic support is provided through after-school programming, intersession periods, and summer enrichment opportunities. This ensures consistent learning reinforcement during extended breaks from regular instruction.

Digital Learning Platforms

Students have access to research-based adaptive online learning platforms to support skill development across subject areas.

For English Language Arts, elementary students in grades K–5 use Boost Reading, while students in grades 3–5 also access Freckle ELA for additional practice. Mathematics instruction is supported by Khan Kids and Freckle Math for students in grades K–5, with Freckle Math extending through grade 8. Students in grades 5–8 also use Teach to One Roadmaps for personalized math learning pathways.

Chinese language development is supported through multiple platforms. Word Wall and Arch Chinese serve students in grades K–5, while Level Learning spans all grades K–8. Additional elementary resources include Better Immersion for grades K–5, and iChinese Reader supports reading development for students in grades 1–8. Middle school students in grades 6–8 also use WeVideo for multimedia Chinese language projects.

All intervention services are monitored regularly for effectiveness, with adjustments made based on ongoing assessment data and student progress toward established academic goals.

Social-Emotional and Behavioral Support Services

In alignment with Yu Ming Charter School's Multi-Tiered System of Supports (MTSS), students have access to comprehensive services addressing their social-emotional, behavioral, and mental health needs through evidence-based programming and targeted interventions.

Leadership and Framework

The Director of Culture leads the social-emotional learning (SEL) component of the MTSS framework, ensuring consistent implementation of research-based curricula and interventions across all grade levels. This role includes training and overseeing Student Culture Specialists at each school site.

Universal SEL Programming

At the elementary level, students in grades K–4 participate in Strong Start Circle Time and the Second Step Curriculum, which provide foundational social-emotional skill development. Middle school students in grades 5–8 engage with the Compass Framework—including student badge work and weekly circles—alongside the Wayfinder SEL curriculum, which supports more advanced social-emotional competency development.

Screening and Early Identification

The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) serves as a universal screening tool to identify students at risk for social-emotional and behavioral challenges. This brief, norm-referenced assessment enables early intervention and targeted support.

Targeted Interventions

Students identified as at-risk through screening data are referred to appropriate support services. These services include individual or group counseling with the Mental Health Clinician, social skills and friendship groups facilitated by Student Culture Specialists, and individualized behavioral intervention plans as needed.

Self-Directed Learning (SDL) Integration

Students in grades K–2 participate in dedicated SDL blocks focused on SEL skill development during the first half of the school year, emphasizing goal setting, planning, and reflection. During the second half of the year, SDL time transitions to academic skill reinforcement.

Climate and Culture Monitoring

Student well-being and school climate are assessed through two research-based, ESSA-recognized tools. The Insights Survey from 7 Mindsets measures social-emotional learning outcomes, while Panorama Surveys evaluate school climate and student voice. These assessment tools provide administrators with visual dashboards for data interpretation and immediate action planning, enabling evidence-based decision-making for intervention management and continuous improvement of social-emotional learning outcomes schoolwide.

All social-emotional and behavioral support services are monitored regularly for effectiveness, with adjustments made based on ongoing assessment data and student progress.

Enrichment and Specialized Coursework

Yu Ming Charter School provides all students with a comprehensive educational program extending beyond core academic subjects—English Language Arts, Mathematics, Science, Social Studies, and Physical Education—to include enriching coursework in the arts, technology, global citizenship, and specialized learning experiences.

Universal Offerings (Grades K–8)

All students participate in Visual and Performing Arts (VAPA) programming, including both choral and instrumental music instruction. This programming fosters creative expression and artistic development across all grade levels.

Elementary Enrichment (Grades K–4)

Students in kindergarten through fourth grade receive foundational exposure to arts and music programming as part of their comprehensive educational experience.

Fifth Grade Expansion

Fifth-grade students access expanded learning opportunities that prepare them for middle school. The Design Lab provides hands-on engineering and design thinking experiences, while coding instruction introduces students to computer programming and computational thinking.

Middle School Specialized Programming (Grades 6–8)

Middle school students engage in advanced coursework designed to prepare them for high school success and global citizenship. In technology and innovation, students continue with advanced Design Lab experiences in engineering design and maker-space activities, along with progressive computer science and programming instruction through the coding program.

The global citizenship and leadership curriculum develops intercultural competence and civic responsibility through dedicated SEL and Global Citizenship Skills coursework. Service learning opportunities provide community engagement and project-based learning experiences that connect classroom knowledge to real-world applications.

Chinese language specialization reaches its culmination in eighth grade with two signature programs. Contemporary China offers advanced cultural and historical studies, while the Graduate Defense capstone project allows students to demonstrate their academic growth and bilingual proficiency.

This broad course of study ensures all students develop well-rounded academic, artistic, technological, and global citizenship competencies essential for success in high school and beyond.

Professional Development

Yu Ming Charter School recognizes that high-quality, evidence-based professional learning is essential to improving instructional practice and advancing student achievement. The school's professional development program is intentionally aligned to schoolwide priorities, identified student and staff needs, and feedback from educators and instructional leaders. Professional learning is designed to be ongoing, job-embedded, and responsive to data.

Leadership and Structure

Professional development is led by the Chief Academic Officer in collaboration with the Directors of Academics, Director of Culture, and Director of Student Support Services. This leadership structure ensures that professional learning is coherent, coordinated, and aligned across instructional, cultural, and student support systems.

Professional Development Schedule

During the current school year, all educators participate in four days of intensive summer professional development focused on student culture, Multi-Tiered System of Supports (MTSS), instructional planning, and diversity, equity, and inclusion. Newly hired teachers receive three additional days of onboarding and specialized training addressing the Yu Ming educational model, research-based instructional practices, Positive Behavioral Interventions and Supports (PBIS), DEI, and curriculum planning.

Throughout the academic year, educators engage in biweekly professional learning sessions focused on instructional improvement and student outcomes, as well as two additional non-instructional professional development days dedicated to data analysis, curriculum alignment, and collaborative planning.

Core Professional Learning Focus Areas

Professional development emphasizes instructional excellence through training on Yu Ming's Core 3

Instructional Practices: Culture, Rigor, and Data. Educators receive ongoing training in the implementation of Amplify CKLA, English Language Development, Common Core State Standards for English Language Arts and Chinese Language Arts, Chinese literacy and oracy development, standards-based writing, SBAC assessment preparation, and personalized and differentiated instruction.

Assessment and data literacy are strengthened through training on DIBELS assessment administration, progress monitoring, and instructional response. Social-emotional learning professional development includes implementation of the Compass Framework, Strong Start and Second Step curricula, student behavior management strategies, and restorative practices.

School culture and equity-focused learning centers on culturally responsive teaching practices, anti-bias and anti-racism education, and comprehensive Diversity, Equity, and Inclusion training. Professional learning also supports student agency and leadership development through Graduate Profile implementation, facilitation of student-led conferences and Graduate Defense preparation, and effective use of Self-Directed Learning structures.

Coaching and Instructional Support

All teachers receive ongoing instructional coaching through weekly or biweekly classroom observations lasting approximately twenty minutes, followed by structured forty-five-minute feedback and coaching conferences. Coaching is provided by principals, assistant principals, Directors of Academics, or instructional coaches and is aligned to the Core 3 Instructional Practices.

In addition, brief weekly classroom walkthroughs focus on evidence of growth in Core 3 practices and are documented using the Coaching Educator's Rubric and data dashboard to provide timely, actionable feedback. Teachers who require additional support participate in monthly intensive practice labs focused on targeted instructional skills.

Assistant Principals provide specialized coaching for Small Group Instructors, while a Board-Certified Behavior Analyst delivers professional development and coaching for Behavior Intervention Aides, supported by dedicated release time for training and collaboration.

Targeted Program Implementation

Yu Ming conducts focused classroom walkthroughs and observations examining key instructional and programmatic elements, including Strong Start Circle, intervention practices, Self-Directed Learning implementation, and Compass Circle facilitation. This targeted approach ensures consistency, fidelity of implementation, and alignment across classrooms, grade levels, and school sites.

Evaluation and Professional Growth

All educators are evaluated using the Teacher Development and Evaluation System or role-specific evaluation tools. The evaluation process includes goal setting, reflective practice, and supervisor feedback at both mid-year and end-of-year intervals. This structured system supports continuous improvement and professional accountability.

Leadership Development

Yu Ming invests in leadership capacity-building through targeted professional learning opportunities. New

principals and assistant principals participate in the Relay Graduate School of Education’s Leverage Leadership Institute and restorative practices training. Members of the senior leadership team—including the Chief Academic Officer, Directors of Academics, Director of Culture, Director of Student Support Services, and Chief Operating Officer—participate in conferences and workshops aligned to their roles and responsibilities.

Support for Teacher Effectiveness

To support teacher effectiveness and credential compliance, Yu Ming funds teacher induction program expenses and provides mentoring support for participating educators. This commitment reflects the school’s investment in long-term educator development and retention.

Monitoring and Continuous Improvement

All professional learning activities are regularly reviewed for effectiveness using student achievement data, teacher feedback, and ongoing needs assessments. Adjustments are made as needed to ensure professional development remains responsive, impactful, and aligned with Yu Ming Charter School’s instructional goals and student success outcomes.

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13