

Legal Requirement:

- California *Education Code (EC)* sections 47606.5(e), 52062(a)(6), and 52068(a)(6) require local educational agencies (LEAs) to present a report on the annual update to the LCAP and the Budget Overview for Parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the LEA.
 - Beginning with the mid-year update for the 2024-25 LCAP the update must be presented to the board as part of a non-consent item.
- The report must include both of the following:
 - All available mid-year outcome data related to metrics identified in the current year’s LCAP. (See column: “Year 2 Outcome”)
 - All available mid-year expenditure and implementation data on all actions identified in the current year’s LCAP.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yu Ming Charter School	Stacey Wang, CEO	swang@yumingschool.org (510) 452-2063

LCFF Budget Overview for Parents Mid-year Update: Yu Ming Charter School			
Expenditures for High Needs Students in the 2025-26 School Year	2025-26 Adopted Budget	Projected Actual 2025-26	
Total LCFF funds	\$12,357,749	\$12,210,384	Lower enrollment than budget
LCFF supplemental & concentration grants	\$907,968	\$892,715	
All other state funds	\$3,483,095	\$3,518,316	
All local funds	\$3,573,035	\$4,144,128	Additional grants, ECP revenue
All federal funds	\$432,028	\$495,405	
Total Projected Revenue	\$19,845,907	\$20,368,233	
Total Budgeted Expenditures for the 2025-26 School Year	2025-26 Adopted Budget	Projected Actual 2025-26	
Total Budgeted General Fund Expenditures	\$19,588,998	\$20,071,145.00	ECP expense from additional students in program
Total Budgeted Expenditures in the LCAP	\$14,675,283	\$15,320,782.00	
Total Budgeted Expenditures for High Needs Students in the LCAP	\$907,968	\$892,715.00	
Expenditures not in the LCAP	\$4,913,715	\$4,750,363.00	

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 Charter School has developed Goal 1 because our educational philosophy centers on "whole brain and whole heart education" grounded in academic excellence, social-emotional intelligence, and relational depth. This comprehensive MTSS approach is essential for several key reasons:

Dual Immersion Program Complexity: As a Mandarin immersion school with complex language distribution (85-90% Mandarin in K-2, transitioning to 50-50% by grade 5), our students require sophisticated, data-driven support systems to ensure success in both languages. MTSS allows us to monitor bilingual academic progress while identifying learning barriers that may manifest differently in dual-language contexts.

Diverse Student Population: With 52% Asian, 22% Two or More Races, 17% English Language Learners, 34% Socioeconomically Disadvantaged students, and 6% Students with Disabilities, our community requires differentiated, evidence-based interventions addressing varied academic, social-emotional, behavioral, and mental health needs across all student groups.

Core Belief and Commitment: Yu Ming believes all children can succeed and is committed to unleashing every student's potential through data-driven, rigorous approaches that deliver measurable educational outcomes. Our MTSS framework operationalizes this belief by using universal screeners to accurately identify student barriers and providing targeted, tiered interventions to ensure each student can thrive.

Whole Child Development: Our mission to develop students with skills and mindsets for fulfilled, purposeful lives require addressing not just academic needs but comprehensive social-emotional, behavioral, and mental health support within our bilingual, bicultural educational environment.

Evidence-Based Continuous Improvement: Leveraging science-based pedagogical approaches and data-informed instruction, we focus on supporting students to develop skills for leading joyful, purposeful lives. The MTSS framework ensures systematic implementation of evidence-based interventions while continuously measuring program effectiveness to inform instructional decisions and ensure each student can thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students +95.9 EL +58.6 SED +73.1 Asian +100.7 White +100.5 Two or More Races +102.9	2023-24 ELA CAASPP DFS All Students +83.8 EL +52 SED +68 Asian +87.5 Two or More Races +99.6	2024-25 ELA CAASPP DFS All Students +82.1 EL +42 SED +45.9 African American +25.5 Asian +89.3 Hispanic +56 Two or More Races +94.8		
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students +107.5 EL +94.7 SED +75.1 Asian +115.4 White +97.3 Two or More Races +111.1	2023-24 Math CAASPP DFS All Students +99.5 EL +92.6 SED +76.9 Asian 106.1 Two or More Races +112.1	2024-25 Math CAASPP DFS All Students +100.6 EL +73.5 SED +71.5 African American +35.9 Asian +115.9 Hispanic +74.9 Two or More Races +106		
3	% Proficient CAST Source: CA School Dashboard	2022-23 CAST % All Students 70.8% Asian 73.1% Two or More Races 60.0% Source: CAASPP	2023-24 CAST (Science Points) All Students 74.6 Asian 75.9	2024-25 CAST (Science Points) All Students 73.1 Asian 75.3		
4	% EL who made progress towards English Language Proficiency Source: CA School Dashboard	47% Source: 2023 Dashboard	51.2% Source: 2024 Dashboard	42% Source: 2025 Dashboard		

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5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 38.1% Proficient	2023-24: 30.61% Proficient	2024-25: 21.82% Proficient																																																														
6	Reclassification Rate Source: CALPADS	2022-23: 32.7%	2023-24: 29%	2024-25: 22%																																																														
7	Attendance Rate Source: CALPADS	2022-23: 97.06%	2023-24: 96.28%	2024-25: 96.8%																																																														
8	Chronic Absenteeism Rates Source: CA School Dashboard	2022-23: Chronic Absenteeism <table border="1"> <thead> <tr> <th></th> <th>Rate</th> </tr> </thead> <tbody> <tr><td>All Students</td><td>1.2%</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> <tr><td>African American</td><td>7.9%</td></tr> <tr><td>Aisan</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> </tbody> </table>		Rate	All Students	1.2%	EL	1.5%	SED	3.2%	SWD	1.6%	African American	7.9%	Aisan	0.5%	Hispanic	1.6%	White	0.0%	Two or More Races	0.6%	2023-24: Chronic Absenteeism <table border="1"> <thead> <tr> <th></th> <th>Rate</th> </tr> </thead> <tbody> <tr><td>All Students</td><td>2.2%</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> <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> </tbody> </table>		Rate	All Students	2.2%	EL	0.7%	SED	4.5%	SWD	10.3%	African American	7.2%	Asian	0.9%	Hispanic	5.7%	White	0.0%	Two or More Races	3.1%	2024-25: Chronic Absenteeism <table border="1"> <thead> <tr> <th></th> <th>Rate</th> </tr> </thead> <tbody> <tr><td>All Students</td><td>3.1%</td></tr> <tr><td>EL</td><td>2%</td></tr> <tr><td>SED</td><td>5.4%</td></tr> <tr><td>SWD</td><td>11.4%</td></tr> <tr><td>African American</td><td>10.1%</td></tr> <tr><td>Asian</td><td>1.2%</td></tr> <tr><td>Hispanic</td><td>7.1%</td></tr> <tr><td>White</td><td>7.7%</td></tr> <tr><td>Two or More Races</td><td>2.8%</td></tr> </tbody> </table>		Rate	All Students	3.1%	EL	2%	SED	5.4%	SWD	11.4%	African American	10.1%	Asian	1.2%	Hispanic	7.1%	White	7.7%	Two or More Races	2.8%		
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9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%	2024-25: 0%																																																														
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11	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%		
12	% students participating in enrichment or elective course. Source: Master Schedule, CALPADS	2023-24: 100%	2024-25: 100%	2025-26: 100%		
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 93%	2023-24: 100%	2024-25: 100%		
14	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 53%	2023-24: 100%	2024-25: 100%		

NOTE: Yu Ming Charter School currently serves grades K-8, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
 - % of pupils who complete courses that satisfy UC A-G
 - % of pupils who complete CTE course from approved pathways
 - % of pupils who have completed both A-G & CTE
 - % of pupils who pass AP exams with a score of 3 or higher.
 - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
 - High School dropout rate
 - High School graduation rates

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
1	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>As part of our Multi-Tiered System of Supports (MTSS) framework, Yu Ming Charter School will implement a comprehensive assessment system to monitor student academic progress, identify individual strengths and needs, inform instructional modifications, guide intervention decisions, and ensure appropriate academic challenge for all students. This system includes diagnostic, formative, trimester, and summative assessments across core academic areas.</p> <p>Diagnostic Assessments (Universal Screeners)</p> <ul style="list-style-type: none"> • English Reading: mCLASS DIBELS (K-5) • English Reading: STAR Reading (Grades 2-8) • Math: Renaissance STAR Math (K-8) • Math & Reading: MAP Growth (K-4, Yu Ming Campus #2 only) <p>Formative Assessments</p> <ul style="list-style-type: none"> • Daily/Weekly Exit Tickets: English, Chinese, and Math (K-8) • Progress Monitoring: DIBELS every 4-6 weeks (K-5) 	Fully	<p>Yu Ming Charter School has fully implemented the assessments outlined in this action and remains on pace for completion by the end of the year.</p> <p>Teachers administer formative assessments on an ongoing basis to check for student understanding, guide instructional decisions, and identify students in need of intervention. Grade-level teams and school leadership regularly monitor assessment results to ensure students are progressing toward grade-level mastery. This data informs targeted, tiered academic intervention for students who are struggling.</p> <p>Challenges: None identified.</p> <p>Successes: The primary success of this action has been equipping teachers and school leaders with accurate, real-time data on student proficiency. This has enabled precise identification of students requiring Tier 2 academic support. The data-driven approach is especially valuable within Yu Ming's complex dual-immersion educational model, as it allows the school to monitor bilingual progress across different language distributions.</p>	\$77,186	\$68,988.44

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
		<ul style="list-style-type: none"> • Unit Assessments: Chinese (K-8), Math (K-8), Science (6-8), English (6-8) <p>Trimester Assessments</p> <ul style="list-style-type: none"> • Chinese Writing: Learning Headquarter Assessment (K-8) • Chinese Reading: Level Chinese Assessment (1-8); Character Reading Assessment (K) • English Writing: CKLA Writing Assessment (K-5) • English Reading: mCLASS DIBELS (K-2), STAR Reading (2-8) • Math: STAR Math (K-8), Trimester Interim Assessments via Illuminate (K-5) <p>End-of-Year Summative Assessments</p> <ul style="list-style-type: none"> • Chinese Language Proficiency: STAMP 4Se for Grades 2 and 5; STAMP 4s for Grade 8 • Math & Reading: MAP Growth (K-4, Yu Ming Campus #2 only) <p>All assessment data will be analyzed collaboratively by teaching teams to inform instruction, identify students requiring additional support or enrichment, and measure progress toward academic goals throughout the school year.</p>		<p>One-hundred percent (100%) of students were screened during the Fall diagnostic windows for both mCLASS DIBELS and STAR Math/Reading. This full participation ensures that no student goes unidentified within the MTSS framework. Teachers have developed and implemented a regular practice of data analysis and report that assessment results allow them to provide students with targeted, real-time feedback by pinpointing specific areas of need.</p> <p>Effectiveness: This action functions as the diagnostic engine of Yu Ming's entire MTSS. The assessment system provides the data foundation that makes targeted interventions possible, both for academic needs addressed in Goal 1 and for SEL needs addressed in Goals 1 and 3. Without this system, neither area of intervention could be meaningfully data-informed.</p> <p>Beginning-of-year (BOY) and middle-of-year (MOY) STAR assessments provide early insight into student performance and provides teachers sufficient time to deliver the targeted intervention needed to improve student academic outcomes as reflected in coursework CAASPP results.</p>		

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				<ul style="list-style-type: none"> MOY STAR Reading (Grades 2–8): 77% proficiency MOY STAR Math (K–8): 83% proficiency 		
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>To address learning gaps and accelerate student achievement, Yu Ming Charter School will implement a comprehensive system of intervention and support services designed to ensure all students progress toward grade-level mastery across core academic areas.</p> <p>Targeted Academic Interventions</p> <ul style="list-style-type: none"> Elementary Intervention (K-5) Small Group Instructors will 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, with individualized intervention plans and progress monitoring goals developed for each participating student. Middle School Intervention (6-8) Teachers will deliver targeted academic intervention through small group instruction during Self-Directed Learning (SDL) periods. While most students engage in independent work, math, English, 	Fully	<p>This action has been fully implemented. Yu Ming employs Small Group Instructors (SGIs) to deliver academic intervention through both push-in and pull-out models during the instructional day for students in grades K–5. Students also have access to adaptive online learning platforms for supplemental intervention. Additionally, Yu Ming's Extended Learning Opportunity Program (ELOP) provides TK–8 students with academic support and enrichment after school and during intersession periods to address gaps in learning.</p> <p>Successes: A key success this year is the continued use of Yu Ming's centralized MTSS Progress Monitor, a K–8 tracker that includes every student currently receiving academic intervention, organized by subject area and by class/teacher. On a weekly basis, teachers identify the specific learning objective being targeted and document whether each student has Met, Nearly Met, or Not Met that objective following intervention. This ongoing progress</p>	\$1,692,816	\$1,179,037.36

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		<p>science, and Chinese teachers will provide focused support to students requiring additional assistance.</p> <p>Extended Learning Programs</p> <ul style="list-style-type: none"> • Summer Boost Program This intensive 4-week academic intervention program, offered at no cost to families in July 2025, will support students not yet proficient in Chinese and English. Participating students will receive daily targeted instruction from certified teachers, supplemented by classroom reinforcement during independent work periods. • Expanded Learning Opportunities Program (ELOP) Year-round academic support will be provided through after-school programming, intersession periods, and summer enrichment opportunities, ensuring consistent learning reinforcement during extended breaks from regular instruction. I <p>Digital Learning Platforms Students will have access to research-based adaptive online learning platforms to support skill development: English Language Arts</p>		<p>monitoring has been valuable in identifying students who may need additional supports beyond Tier 2, which may include more intensive services. The data populates a dashboard with demographic breakdowns, enabling school leaders to identify trends and make informed decisions regarding school-wide or programmatic adjustments for students whose needs are not being met by current interventions.</p> <p>ELOP after-school and intersession programs have been fully and successfully implemented.</p> <p>Effectiveness: Teacher- and SGI-led intervention is proving effective. Based on mid-year data, teachers are currently reconfiguring intervention groups, with approximately 20% of students anticipated to exit intervention based on MTSS Progress Monitoring results — a meaningful indicator of student growth.</p> <p>Yu Ming also monitors student engagement and mastery across adaptive learning platforms, including Amplify Boost Reading, Level Learning, Freckle ELA, Freckle Math, and Teach to One Roadmaps. Data consistently indicates that students with higher levels of platform</p>		

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		<ul style="list-style-type: none"> • Boost Reading (K-5) • Freckle ELA (3-5) <p>Mathematics</p> <ul style="list-style-type: none"> • Khan Kids (K-5) • Freckle Math (K-5, 6-8) • Teach to One Roadmaps (5-8) <p>Chinese Language</p> <ul style="list-style-type: none"> • Word Wall and Arch Chinese (K-5) • Level Learning (K-8) • Better Immersion (K-5) • iChinese Reader (1-8) • WeVideo (6-8) <p>All intervention services will be monitored regularly for effectiveness, with adjustments made based on ongoing assessment data and student progress toward established academic goals.</p>		<p>engagement demonstrate the greatest academic progress.</p> <p>Challenges: Several challenges have been identified. As Yu Ming's teaching staff includes a growing proportion of newer educators, instructional coaching has prioritized the development of effective and consistent Tier 1 practices. As a result, Tier 2 intervention implementation remains inconsistent across classrooms, and some newer teachers have not yet developed the skills needed to deliver effective targeted instruction for the highest-need students. Among SGIs, approximately half demonstrate strong intervention proficiency, while the remaining half require continued coaching and support to strengthen the quality of targeted instruction they provide.</p> <p>Consistent use of adaptive online learning platforms also remains uneven. While some teachers successfully incorporate platform time into the instructional day, others are unable to do so and assign it as homework, resulting in inconsistent completion. Additionally, some families have communicated that they intentionally limit technology use at home. Yu Ming recognizes the need to better support families in</p>		

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				understanding the benefits of technology-assisted learning and to explore solutions that reduce reliance on home technology access.		
3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>In alignment with Yu Ming Charter School's Multi-Tiered System of Supports (MTSS), students will have access to comprehensive services designed to address their social-emotional, behavioral, and mental health needs through evidence-based programming and targeted interventions.</p> <p>Leadership and Framework The Director of Culture will lead the social-emotional learning (SEL) component of our MTSS framework, ensuring consistent implementation of research-based curricula and interventions across all grade levels; train and oversee the Student Culture Specialists at each school site.</p> <p>Universal SEL Programming Elementary (K-4): Strong Start Circle Time and Second Step Curriculum will provide foundational social-emotional skill development for all students.</p> <p>Middle School (5-8): The Compass Framework, including student badge work and weekly circles, alongside the Wayfinder SEL curriculum, will support more advanced social-emotional competency development.</p> <p>Screening and Early Identification The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) will be administered</p>	Fully	<p>This action has been fully implemented. The Principal, Assistant Principal, and Culture Specialist review MTSS data on a weekly basis to ensure that services are being implemented effectively, students are being consistently monitored, and barriers to learning are promptly addressed.</p> <p>Teachers continue to implement Strong Start daily, along with the Second Step SEL curriculum school-wide and the Wayfinder SEL curriculum in grades 6–8. Compass SEL curriculum is also in use in grades 3–8. In grades K–2, Structured Discovery Learning (SDL) supports students in setting goals, making plans, practicing SEL skills, and reflecting on their learning. The Student Culture Specialist leads student social groups that incorporate lessons and concepts drawn from the SEL curriculum.</p> <p>Yu Ming continues to utilize Care Solace, a mental health case management referral system, to connect students, staff, and families</p>	\$412,428	\$202,969.09

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		<p>as a universal screening tool to identify students at risk for social-emotional behavioral challenges. This brief, norm-referenced assessment will enable early intervention and targeted support.</p> <p>Targeted Interventions: Students identified as at-risk through screening data will be referred to appropriate support services, including:</p> <ul style="list-style-type: none"> • Individual or group counseling with the Mental Health Clinician • Social skills and friendship groups facilitated by Student Culture Specialists (Funded with Title I: \$78,338; LCFF S&C: \$87,340) • Individualized behavioral intervention plans as needed <p>Self-Directed Learning (SDL) Integration Grades K-2 will 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 will transition to academic skill reinforcement.</p> <p>Climate and Culture Monitoring Student well-being and school climate will be assessed through:</p>		<p>with community mental health resources. Of approximately 66 families offered the service, 22 have successfully utilized it to access the support they need.</p> <p>Challenges: SEL professional development has received less dedicated time this year, with the school’s prioritization of strengthening Tier 1 and Tier 2 academic instruction. As a result, implementation of Yu Ming's SEL model is inconsistent across campuses and grade levels, particularly among teachers who are newer to the school.</p> <p>In the middle school, a dedicated SEL teacher leads SEL lessons and Compass circles. Since this is a first-year teacher in the role, the rollout of circles was delayed and implementation is still developing.</p> <p>This school year, the Mental Health Clinician shifted to a FTE role, which meaningfully expanded the school's capacity to provide support. The Student Culture Specialist role is also being developed to take on a broader scope of mental health and social-emotional support. The ongoing challenge is sustaining and scaling this capacity as the school continues to grow, while building a pipeline of</p>		

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		<ul style="list-style-type: none"> • Insights Survey (7 Mindsets): Measuring social-emotional learning outcomes • Panorama Surveys: Evaluating school climate and student voice <p>These research-based, ESSA-recognized assessment tools provide administrators with visual dashboards for data interpretation and immediate action planning. The compiled data enables evidence-based decision-making for intervention management and continuous improvement of social-emotional learning outcomes schoolwide.</p> <p>All social-emotional and behavioral support services will be monitored regularly for effectiveness, with adjustments made based on ongoing assessment data and student progress toward established goals.</p>		<p>trained professionals equipped to meet increasing demand.</p> <p>Successes: This year, Yu Ming implemented the Insights Survey, a comprehensive instrument measuring SEL competencies and school culture, across both elementary and middle school grade levels. When analyzed alongside SAEBRS screening data, fall survey results have yielded meaningful additional data points for identifying students who may require social-emotional support or who present as elevated risk.</p> <p>Drawing on Insights SEL survey data, seven targeted student support groups have been established across Yu Ming's four campuses, facilitated by Mental Health Clinicians and Student Culture Specialists. Groups are organized around specific areas of identified need, including anxiety, growth mindset, self-regulation, and interpersonal skills. An additional 8 to 10 groups are projected to launch before the close of the school year. Collectively, individual and group counseling services are on track to reach between 80 and 100 students across all four campuses. Teacher observations indicate that students participating in these groups are demonstrating measurable growth in</p>		

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				<p>self-regulation, interpersonal skills, and growth mindset.</p> <p>The addition of the Director of SEL and Equity has strengthened the school's capacity to monitor and respond to student social-emotional and behavioral needs, including the development of data dashboards that enable efficient, school-wide tracking of supports and outcomes.</p> <p>Mental Health Clinicians are also preparing to deliver classroom-level instruction on neurodivergence to upper elementary students, further embedding social-emotional learning into the broader school experience.</p> <p>Effectiveness: The effectiveness of SEL programming varies by component. Strong Start Circles, Second Step, and SDL have demonstrated effectiveness in advancing SEL goals, particularly in classrooms where implementation is consistent and led by experienced teachers. The Compass framework is showing moderate effectiveness in grades 3 through 8, where full implementation of the circle format remains inconsistent across classrooms. Data-driven identification of student needs through universal screening, combined with targeted group intervention, has proven</p>		

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				effective in delivering timely, differentiated social-emotional support. Connections to community mental health resources through Care Solace have further extended the school's capacity to address student and family needs beyond the school setting.		
4	BROAD COURSE OF STUDY	<p>Yu Ming Charter School will provide all students with a comprehensive educational program that extends 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.</p> <p>Universal Offerings (K-8) All students will participate in Visual and Performing Arts (VAPA) programming, including both choral and instrumental music instruction, fostering creative expression and artistic development across all grade levels.</p> <p>Elementary Enrichment (K-4) Students in kindergarten through fourth grade will receive foundational exposure to arts and music programming as part of their comprehensive educational experience.</p>	Fully	<p>This action has been fully implemented. Yu Ming continues to provide all students with a broad course of study that extends well beyond core academic subjects. Enrichment offerings are integrated into the master schedule to ensure 100% student access and include the following:</p> <ul style="list-style-type: none"> • K-5: Choral music, instrumental music, and art • Grades 5-8: Design Lab • Grades 6-8: Service Learning, Contemporary China, Graduate Defense, Chinese Literacy, Global Citizenship, Compass Circle, Musical Instruments, Coding, and Chinese Theatre <p>Challenges: No significant challenges have been identified.</p>	\$101,688	\$71,224.52

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		<p>Fifth Grade Expansion Fifth-grade students will access expanded learning opportunities including:</p> <ul style="list-style-type: none"> • Design Lab: Hands-on engineering and design thinking experiences • Coding: Introduction to computer programming and computational thinking <p>Middle School Specialized Programming (6-8) Middle school students will engage in advanced coursework designed to prepare them for high school success and global citizenship:</p> <p>Technology and Innovation</p> <ul style="list-style-type: none"> • Design Lab: Advanced engineering design and maker-space experiences • Coding: Progressive computer science and programming instruction <p>Global Citizenship and Leadership</p> <ul style="list-style-type: none"> • Social-Emotional Learning (SEL) and Global Citizenship Skills: Development of intercultural competence and civic responsibility • Service Learning: Community engagement and project-based learning experiences 		<p>Successes: Qualitative feedback gathered through student surveys reflects a high degree of enthusiasm for enrichment opportunities, with students consistently reporting an increased sense of connection to and appreciation for their school experience. The continuation of Graduate Defense and Service Learning for 8th grade students provides a meaningful culminating experience and a structured pathway for demonstrating the Global Competency that is central to Yu Ming's mission.</p> <p>Effectiveness: This action is effective. By offering courses such as Compass Circle and Global Citizenship alongside rigorous academic instruction, Yu Ming delivers the "whole heart" education described in its goal, one that develops students academically, culturally, and as engaged global citizens.</p>		

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		<p>Chinese Language Specialization</p> <ul style="list-style-type: none"> Contemporary China (Grade 8): Advanced cultural and historical studies Graduate Defense (Grade 8): Capstone project demonstrating academic growth and bilingual proficiency <p>This broad course of study ensures that all students develop well-rounded academic, artistic, technological, and global citizenship competencies essential for success in high school and beyond.</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 service providers, will provide all required services to SWD to ensure that the academic, social-emotional, and behavioral needs are met, and support services are provided.</p> <p>The SPED team will continue to participate in professional learning from its SELPA to improve student academic outcomes and</p>	Fully	<p>This action has been fully implemented. and that students with disabilities (SWDs) receive all services outlined in their individualized education plans, including compensatory minutes where applicable. The Director also oversees the delivery of additional academic support across all tiers and ensures that SWDs receive appropriately individualized instruction during Specialized Academic Instruction (SAI) time.</p> <p>All IEP timelines have been met this school year, and services are being delivered in full accordance with each student's IEP. Any missed service minutes are remediated through</p>	\$1,595,198	\$654,997.93

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		<p>accelerate student learning. Yu Ming will offer an Extended School Year (ESY) to address regression in learning.</p> <p>The SPED team will continue to 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 continue 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>compensatory time. Extended School Year (ESY) services are scheduled for the summer as a four-week program, offered in conjunction with Yu Ming's Summer Extended Learning Opportunity (ELO) Program.</p> <p>The Director of Student Support Services and relevant staff continue to engage in professional learning through El Dorado Charter SELPA. Professional development attended this year includes the SELPA Community of Practice for Directors of Dual Immersion Schools, Supporting Bilingual Students, and the F3 Special Education Law Conference. Key staff members are additionally scheduled to participate in facilitated IEP meeting training in March.</p> <p>Challenges: Unexpected staffing changes have resulted in some interruptions to service delivery. These gaps are being actively addressed through the provision of compensatory minutes and ongoing monitoring by the Director of Student Support Services to ensure continuity of support for affected students.</p> <p>Successes: Five students have successfully exited IEP services this school year, reflecting meaningful progress toward individualized goals.</p>		

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		<p>The SPED team will also continue to participate in the Dual Immersion Director's Roundtable to network and gain support for special education programming from other Dual Immersion program leaders.</p>		<p>All IEP meetings have been conducted within required timelines. Teachers and staff report feeling well-supported by the Student Support Services Team (SSST), as evidenced by staff pulse check survey scores of 4.0 out of 5.0 in November and 3.65 out of 5.0 in January.</p> <p>Yu Ming's special education team has made notable contributions to the broader professional knowledge base around supporting SWDs within dual immersion program settings. Staff have facilitated differentiated training on addressing students' social-emotional and sensory needs in the classroom, as well as professional development focused on typical developmental milestones to support educators in identifying potential indicators of disability.</p> <p>STAR Math proficiency data for students receiving special education services demonstrates growth from the beginning of the year to the middle of the year:</p> <ul style="list-style-type: none"> • BOY STAR Math (SpEd): 36% proficiency • MOY STAR Math (SpEd): 41% proficiency 		

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				<p>Effectiveness: Implementation of this action is effective in meeting the established goals for this area. Timely IEP compliance, consistent service delivery, ongoing professional development, and targeted staff training collectively provide a strong foundation for improving outcomes for SWDs at Yu Ming.</p>		
6	STRENGTHENING EL PROGRAM & SERVICES	<p>Yu Ming Charter School will continue to enhance the delivery of integrated and designated English Language Development (ELD) programming to accelerate learning, strengthen foundational skills, maintain high English Learner reclassification rates, and increase the percentage of students demonstrating progress toward English language proficiency as measured by the English Learner Progress Indicator (ELPI).</p> <p>Instructional Leadership A new Director of Academics (English Programs) will oversee the comprehensive ELD program, providing coaching and support for teachers while ensuring K-8 program alignment and coherence.</p> <p>Service Delivery Models Designated ELD Instruction: The Designated ELD teacher, supported by two ELA teachers, will provide targeted academic support through small group and individualized instruction to accelerate English language acquisition.</p>	Fully	<p>This action has been fully implemented. All English Learners (ELs) at Yu Ming receives both Designated English Language Development (D-ELD) and Integrated English Language Development (I-ELD) instruction in accordance with state requirements. Teachers have received supplemental professional development focused on research-aligned strategies to support EL language acquisition and Amplify Language Studio continues to be utilized as a supplemental tool for building academic language proficiency.</p> <p>D-ELD is delivered through a combination of dedicated instructors and credentialed English teachers providing targeted pull-out support across grade levels. A dedicated D-ELD teacher provides regular pull-out instruction for students in grades K–2, a grade 4 teacher delivers D-ELD to</p>	\$47,177	\$9,356.14

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		<p>Pull-Out Support: Designated ELD pull-out groups will ensure English Learners receive intensive, focused support to make adequate progress toward English proficiency.</p> <p>Extended Learning Opportunities: Additional designated ELD support will be provided to English Learners through the afterschool Expanded Learning Opportunities Program (ELOP), extending learning time and reinforcement.</p> <p>Professional Development English and ELD teachers will participate in ongoing professional development focused on:</p> <ul style="list-style-type: none"> • Integrated and designated ELD standards implementation • Evidence-based instructional strategies for English Learners • Integration of ELD components into ELA curriculum • ELD curriculum implementation and assessment practices • ELPAC assessment preparation and data analysis <p>Curriculum and Resources English Learners will access research-based curriculum and materials designed to support language acquisition:</p>		<p>students in grades 3–4, and a grade 5 English teacher facilitates pull-out D-ELD for students in grades 5–8.</p> <p>Challenges: Yu Ming experienced a significant staffing disruption in late November when the K–2 D-ELD instructor separated from the school. During the transition period, English teachers assumed responsibility for providing targeted ELA and ELD pull-out support for affected students. Although a new K–2 D-ELD teacher has since been hired, the transition period presented a considerable learning curve and resulted in a gap in consistent, targeted D-ELD services for students in the primary grades.</p> <p>To remediate lost instructional time and accelerate language development for affected ELs, Yu Ming is actively working to hire an additional 0.5 FTE D-ELD instructor to strengthen service delivery and ensure continuity of support.</p> <p>Successes: Yu Ming's English teaching staff demonstrates notable strength this year, with increased overall experience contributing to more consistent and effective I-ELD implementation across classrooms. Classroom observations confirm that teachers are systematically and</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
		<ul style="list-style-type: none"> • Amplify Language Studio (K-5): Comprehensive language development programming • Fishtank ELA (6-8): Structured language practice resources integrated with grade-level content • Summative ELPAC Practice Materials: Assessment preparation and familiarity tools <p>All ELD programming will be monitored regularly for effectiveness, with adjustments made based on ongoing assessment data, ELPAC results, and student progress toward reclassification goals.</p>		<p>intentionally applying I-ELD strategies to support English Learners across content areas, reflecting strong instructional practice.</p> <p>Supplemental D-ELD opportunities provided through the Extended Learning Opportunity Program (ELOP) have expanded students' access to structured practice in academic speaking and listening. Teacher observations indicate measurable improvements in student performance as students engage with ELPAC-aligned practice tasks, suggesting that this additional instructional time is supporting meaningful language development.</p> <p>Effectiveness: I-ELD instruction is effective. Classroom observation data demonstrates that English teachers are successfully embedding ELD strategies into core content instruction, providing ELs with consistent, integrated language support across the curriculum.</p> <p>D-ELD support delivered through ELOP is also effective. The additional instructional time provides students with purposeful practice in speaking and listening within an academic context. Teacher-reported growth in ELPAC readiness further supports the</p>		

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				conclusion that supplemental D-ELD is positively impacting student language development outcomes.		

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.

Yu Ming Charter School has developed Goal 2 to ensure our educators and support staff have the specialized knowledge and skills necessary to deliver high-quality dual immersion education that prepares students as biliterate critical thinkers and global innovators.

Dual Immersion Expertise Requirements: Our Mandarin immersion program requires teachers with specialized competencies in bilingual education, cross-linguistic transfer strategies, and culturally responsive teaching practices. Robust professional development ensures educators can effectively implement our complex language distribution model and support students' academic success in both English and Mandarin.

Diverse Learning Needs: With 17% English Language Learners, multilingual families, and students from varied cultural backgrounds, our educators need ongoing training in evidence-based strategies that address diverse learning styles and multilingualism needs. Professional learning opportunities enable teachers to differentiate instruction and close achievement gaps across all student populations.

Standards Implementation: Our commitment to full implementation of California Academic content standards while maintaining our dual immersion model requires continuous coaching and support. Educators need specialized training to align state standards with Chinese language instruction and ensure rigorous, standards-based learning in both languages.

Student-Centered Learning Model: As part of Summit Learning Partners, we emphasize student-driven, personalized learning experiences. Our professional development program builds teacher capacity to facilitate student agency, implement project-based learning, and use data-informed instruction that supports individual student growth and development.

Global Competency Mission: Our goal to prepare students as globally competent graduates who can thrive in an ever-changing world requires educators who understand international perspectives, cross-cultural communication, and innovative teaching practices. Ongoing professional learning ensures our staff can model and teach the skills students need for global citizenship.

Continuous Improvement Culture: Regular instructional coaching and professional development ensure continuous improvement in educational practices and student outcomes, directly supporting our mission to unleash every student's potential through evidence-based, rigorous approaches.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
15	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 48.5%	2022-23: 48.4%	2023-24: 43.1%		
16	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%		
17	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	<u>2023-24</u> ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 5 World Language: 5	<u>2024-25</u> ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 5 World Language: 5	2025-26: In Progress		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>Yu Ming Charter School will maintain a comprehensive leadership and instructional team structure designed to support high-quality educational programming and student achievement across all grade levels and academic areas.</p> <p>Administrative Leadership Structure The school will employ a Chief Executive Officer who provides overall organizational leadership and strategic direction, supported by three Principals who oversee daily operations, instructional leadership, and campus-specific initiatives. This distributed leadership model ensures effective oversight of both campuses while maintaining consistent educational standards and practices.</p> <p>Instructional Staff Yu Ming Charter School will employ appropriately credentialed teachers who meet all state certification requirements and demonstrate expertise in their respective subject areas. All instructional staff will hold valid California teaching credentials and any additional certifications required for specialized programs, including bilingual education and English Language Development.</p> <p>Extended Learning Time To maximize student learning opportunities and support academic achievement, Yu Ming Charter</p>	Fully	<p>This action was fully implemented. Yu Ming maintains a comprehensive leadership and instructional staffing structure, with all administrative and teaching positions filled by appropriately credentialed personnel. One substantive adjustment was made this year: the school calendar was reduced from 185 to 180 instructional days as a strategic measure to support the retention of highly qualified educators.</p> <p>Challenges: A persistent challenge is the recruitment of teachers who satisfy California credentialing requirements while also possessing the specialized competencies necessary for effective instruction within a high-quality Mandarin/English dual immersion program. The intersection of bilingual authorization requirements and immersion-specific pedagogical experience substantially narrows the available candidate pool, necessitating sustained and intentional recruitment efforts on an ongoing basis.</p> <p>Successes: All administrative and instructional positions have been successfully filled, ensuring continuity of instruction and consistent campus</p>	\$6,413,950	\$3,258,796.79

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		<p>School will provide students with an extended educational program featuring:</p> <ul style="list-style-type: none"> • Extended School Year: 180 instructional days, exceeding California's state requirement of 175 instructional days • Extended Daily Schedule: Longer school days to accommodate comprehensive programming including dual-language instruction, enrichment activities, and targeted intervention support <p>This extended time structure allows for deeper implementation of the dual-language immersion program, additional support for English Learners, enhanced social-emotional learning opportunities, and comprehensive enrichment programming that supports the school's mission of developing bilingual, biliterate, and globally competent graduates.</p> <p>All administrative and instructional staff will participate in ongoing professional development to ensure continuous improvement in educational practices and student outcomes.</p>		<p>leadership across Yu Ming's TK–8 dual immersion program. Ongoing professional learning for both instructional and administrative staff continues to strengthen instructional quality and program coherence. Collectively, the school's credentialed teaching staff, stable leadership structure, and extended learning time model have contributed to positive student outcomes across grade levels and academic disciplines.</p> <p>Effectiveness: This action has been effective. Yu Ming has successfully sustained a fully staffed school with appropriately credentialed educators and leaders who are equipped to address the diverse academic and linguistic needs of all students. The school's leadership structure and extended learning time model continue to provide a strong foundation for high-quality instruction and improved student achievement.</p>		
2	PROFESSIONAL DEVELOPMENT	<p>Yu Ming Charter School recognizes that robust, evidence-based professional learning is essential to achieving student success. Our comprehensive professional development program is strategically aligned to school wide initiatives, identified</p>	Fully	<p>All professional development planned for this year has been implemented. Yu Ming provides all educators with a robust, multi-layered professional development program designed to strengthen instructional quality, build</p>	\$624,457	\$216,990.65

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		<p>staff and student needs, and feedback from educational partners.</p> <ul style="list-style-type: none"> Leadership and Structure Professional development will be led by the Chief Academic Officer in collaboration with Directors of Academics, Director of Culture, and Director of Student Support Services, ensuring coordinated and purposeful learning experiences for all staff. Professional Development Schedule All educators will participate in four days of intensive summer professional development focused on student culture, MTSS, instructional planning, and diversity, equity, and inclusion. New teachers will receive three additional days of specialized training covering the Yu Ming educational model, research-based instructional practices, Positive Behavioral Interventions and Supports, DEI, and curriculum planning. Throughout the academic year, staff will participate in biweekly professional learning sessions plus two additional non-instructional professional development days. <p>Core Focus Areas Professional development will address instructional excellence through training on Core 3 Instructional</p>		<p>leadership capacity, and support staff retention.</p> <p>Instructional Coaches conduct weekly classroom observations and structured coaching and feedback cycles to support teacher growth and improve instructional delivery. Observation data is collected through a centralized coaching dashboard, which coaches use to inform professional learning priorities, targeted practice labs, and individualized coaching plans for teachers. Assistant Principals and Principals provide weekly coaching for Small Group Instructors (SGIs) at their respective campuses.</p> <p>All instructional coaches, including Principals, Assistant Principals, and teacher-coaches, have received professional development from Relay on Observation and Feedback, building their capacity as effective instructional coaches. Principals and Assistant Principals have also received training on Compass, a key component of Yu Ming's SEL program. Directors of Academics participate in professional learning aligned to their specific roles and responsibilities. The CEO is engaged in the Greenhouse CEO professional development program, and school administrators and network leaders participate in</p>		

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		<p>Practices encompassing Culture, Rigor, and Data, alongside implementation of Amplify CKLA, English Language Development, Common Core State Standards for ELA and Chinese Language Arts, Chinese Skills Reading and Oracy Development, Standards-based Writing, SBAC Assessment Preparation, and Personalized and Differentiated Instruction.</p> <p>Assessment and data literacy will be strengthened through DIBELS Assessment Implementation and Progress Monitoring training. Social-emotional learning initiatives will include implementation of the Compass Framework, Strong Start and Second Step Curricula, Student Behavior Management, and Restorative Practices.</p> <p>School culture and equity development will focus on Culturally Responsive Teaching Practices, Anti-Bias Anti-Racism Education, and comprehensive Diversity, Equity, and Inclusion training. Student agency and leadership development will encompass Graduate Profile implementation, Student-Led Conferences and Graduate Defense preparation, and Self-Directed Learning facilitation.</p> <p>Coaching and Support Systems All teachers will receive ongoing instructional coaching through weekly or biweekly classroom observations lasting twenty minutes,</p>		<p>Communities of Practice focused on positive student culture, artificial intelligence, and Centered Leadership.</p> <p>This year, Yu Ming developed and launched a new Performance Management System for all staff. The system encompasses a beginning-of-year reflection, a mid-year evaluation, and an end-of-year evaluation, and is aligned to Yu Ming's newly established staff competencies. For the first time, every staff member is receiving structured, role-specific performance feedback.</p> <p>Challenges: The transition to differentiated professional development, while highly valued by staff, has placed increased facilitation demands on school leaders. With multiple differentiated sessions requiring concurrent leadership, available facilitation capacity has been strained. Building sufficient internal capacity to sustain and scale this differentiated model remains an ongoing organizational challenge.</p> <p>Successes: A significant success this year has been the launch of differentiated professional development for teachers, structured around individual proficiency levels within Yu Ming's Core 3 framework,</p>		

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		<p>followed by forty-five-minute feedback meetings with principals, assistant principals, Directors of Academics, or instructional coaches. Weekly five-minute classroom walkthroughs will focus on evidence and growth in Core 3 practices, utilizing the Coaching Educator's Rubric and dashboard to provide clear performance feedback.</p> <p>Teachers not yet demonstrating proficiency will participate in monthly intensive practice labs focused on Core 3 Instructional Practices. Assistant Principals will provide specialized coaching for Small Group Instructors, while a Board-Certified Behavioral Analyst will lead professional development for Behavior Intervention Aides with dedicated release time for coaching and development.</p> <p>Targeted Program Implementation Yu Ming will implement focused classroom walkthroughs examining specific program elements including Strong Start Circle, intervention strategies, Self-Directed Learning, and Compass Circle implementation. This targeted approach ensures teachers receive specific feedback and maintains alignment across classrooms, grade levels, and school sites.</p>		<p>encompassing Culture, Rigor, and Data, and further tailored based on each teacher's expertise with specific curricula or instructional practices. Teacher Leaders have been engaged as co-facilitators of professional development sessions alongside administrators, an approach that supports distributed leadership development and strengthens teacher investment in the professional learning process. A Self-Directed Learning offering, which empowers teachers to identify their own areas for growth and take ownership of their professional learning, has received consistently positive feedback from participants.</p> <p>Yu Ming administers monthly pulse surveys to all staff. On the survey item "The PL/PLC/coaching/feedback that I received was relevant and useful for my practice," the school has consistently achieved scores above 4.0 out of 5.0 each month, providing strong evidence that professional learning is effectively meeting the needs of educators.</p> <p>Teachers consistently identify instructional coaching as the most impactful support they receive. Staff have also responded positively to the new Performance Management</p>		

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		<p>Evaluation and Growth All educators will be evaluated using the Teacher Development and Evaluation System or role-specific evaluation tools, with goal setting, reflection, and supervisor feedback occurring at mid-year and end-of-year intervals. This systematic approach ensures continuous improvement and professional growth.</p> <p>Leadership Development Yu Ming will invest in building leadership capacity through specialized training opportunities. New principals and assistant principals will participate in Relay Graduate School of Education's Leverage Leadership Institute and Restorative Practices professional development, while senior leadership team members including the Chief Academic Officer, Directors of Academics, Director of Culture, Director of Student Support Services, and Chief Operating Officer will attend conferences and workshops aligned to their specific responsibilities.</p> <p>Support for Teacher Effectiveness To ensure teacher success and credential compliance, Yu Ming Charter School will fund teacher induction expenses and provide mentor support for participating educators. This investment demonstrates the school's commitment to supporting educators</p>		<p>System, reporting that role-specific feedback has been meaningful and valuable to their ongoing professional growth.</p> <p>Effectiveness: Professional development, instructional coaching, and performance evaluation are all functioning effectively. Professional learning is supporting teachers and leaders in strengthening their instructional and leadership practice, coaching is operating effectively at all levels of the organization, and the Performance Management System is providing targeted, actionable feedback for both instructional and non-instructional staff.</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
		<p>throughout their professional development journey.</p> <p>All professional learning initiatives will be monitored for effectiveness and adjusted based on student outcomes, teacher feedback, and ongoing needs assessment to ensure continuous improvement in educational practices and student achievement.</p>				
3	CORE CURRICULAR PROGRAM NEEDS	<p>Yu Ming Charter School will procure standards-aligned curriculum and instructional materials to ensure all students have access to high-quality, research-based educational resources that support the dual-language immersion program and comprehensive academic achievement.</p> <p>Chinese Language Arts and Literature The school will purchase Chinese leveled books and Big Books for grades K-5 to support reading development and literacy instruction. Chinese content literature connected to social science and science will provide cross-curricular learning opportunities for elementary students. The Level Chinese digital subscription for grades K-8 will offer ongoing access to leveled reading materials and language development resources.</p> <p>English Language Arts Amplify Core Knowledge Language Arts (CKLA)</p>	Fully	<p>All curricula are standards-aligned and have been procured for student use. This year, Yu Ming transitioned to Illustrative Mathematics (IM) in grade 5, a change informed by both the onboarding of new teachers at that grade level and a longer-term programmatic goal of establishing curricular alignment between the elementary and middle school mathematics programs.</p> <p>Challenges: Two implementation challenges have been identified. First, feedback from middle school staff indicates that the Wayfinder SEL curriculum does not adequately address social justice concepts relevant to students at that level. Yu Ming is actively engaged in identifying and piloting supplemental resources to strengthen the depth and</p>	\$51,500	\$6,164.00

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		<p>curriculum will serve grades K-5, providing systematic literacy instruction aligned with Common Core standards. For middle school students in grades 6-8, the school will implement Fishtank Learning English curriculum alongside English novel sets to support advanced literary analysis and writing development.</p> <p>Science Education Science lab materials for grades K-8 will support hands-on, inquiry-based learning experiences across all grade levels. Grade 5 will utilize Amplify Science curriculum, while grades 6-8 will implement OpenSciEd curriculum, both providing comprehensive, standards-aligned science instruction that emphasizes scientific practices and cross-cutting concepts.</p> <p>Mathematics Illustrative Mathematics workbooks will support grades 6-8 mathematics instruction, providing students with problem-based learning opportunities aligned with Common Core mathematical practices and content standards.</p> <p>Social-Emotional Learning The Wayfinder social-emotional learning curriculum for grades 6-8 will provide systematic instruction in emotional intelligence, relationship skills, and responsible decision-making to support student well-being and academic success.</p>		<p>relevance of SEL programming for middle school students.</p> <p>Second, the transition to Illustrative Mathematics in grade 5 has introduced an implementation challenge specific to Yu Ming's dual immersion model. Because grade 5 mathematics instruction is delivered in Chinese, and IM curriculum materials have not yet been translated into Chinese, teachers have been required to bridge this linguistic gap while simultaneously developing familiarity with a new curriculum. This dual demand has added considerable complexity to the implementation process and will require continued support and planning to address effectively.</p> <p>Successes: In the middle school, Yu Ming adopted a new history curriculum that provides structured instructional guidance and high-quality pedagogical materials. This resource has been particularly beneficial in supporting a newer teacher in that role, contributing to consistent and high-quality instructional delivery.</p> <p>Effectiveness: Overall, adopted curricula have been effective in supporting progress toward</p>		

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		<p>These curricular investments will be supplemented with appropriate consumable materials and digital resources to ensure sustained implementation throughout the academic year. All selected materials align with California state standards and support the school's mission of developing bilingual, biliterate, and globally competent graduates.</p>		<p>established instructional goals. The Wayfinder SEL curriculum in the middle school represents an area of partial effectiveness, as current materials may not fully address the specific social-emotional and social justice-related needs of Yu Ming's middle school student population. To address this gap, two supplemental resources are planned for implementation in the spring semester.</p>		
4	CLOSING THE DIGITAL DIVIDE	<p>Yu Ming Charter School is committed to ensuring equitable access to technology for all students and staff, recognizing that digital literacy and access are essential components of 21st-century education and academic success.</p> <p>Student Technology Access The Information Technology team will ensure that every student has access to an appropriate technology device to support their learning across all curricular areas. These devices will enable students to access digital instructional materials, participate in online learning platforms, complete assignments, and take required assessments. The school will maintain a sufficient inventory of devices to accommodate student enrollment, including backup devices to</p>	Fully	<p>This action has been fully implemented with no substantive changes identified. Yu Ming continues to ensure equitable access to technology by providing students with appropriate devices, maintaining sufficient inventory and backup equipment, and equipping instructional staff with the devices, software, and tools necessary for effective teaching and learning. Network infrastructure and cybersecurity protocols are functioning as intended, supporting reliable and secure digital learning environments across all campuses.</p> <p>Challenges: Escalating costs associated with hardware procurement, software licensing, and</p>	\$629,458	\$316,235.34

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		<p>ensure continuous access during repairs or technical issues.</p> <p>Educator Technology Support Teachers will receive appropriate technology devices and software subscriptions necessary to deliver high-quality instruction and manage student learning effectively. This includes access to classroom technology tools that enhance instruction, support differentiated learning and facilitate communication with students and families. Professional-grade software subscriptions will enable teachers to create engaging digital content, assess student progress, and collaborate with colleagues.</p> <p>Digital Infrastructure and Security The school will implement comprehensive cybersecurity software and protocols to protect student and staff data while ensuring safe digital learning environments. Network infrastructure will be maintained and upgraded as needed to support reliable internet access and device functionality across all campus locations.</p> <p>Ongoing Assessment and Improvement Technology needs will be evaluated annually through a comprehensive needs assessment process that examines device functionality, software effectiveness, infrastructure capacity, and emerging educational technology trends. Additional purchases and upgrades will be made based on assessment findings, student</p>		<p>infrastructure maintenance have created sustained budgetary pressure. Maintaining equitable technology access while exercising fiscal responsibility requires careful prioritization and proactive long-term planning. This tension between access and affordability remains an area that will require continued strategic attention as technology costs continue to rise.</p> <p>Successes: Despite sustained cost pressures, Yu Ming has successfully maintained sufficient device inventory, backup resources, and instructional technology to meet the needs of all students and staff. Network infrastructure and cybersecurity systems continue to operate with consistency and reliability, ensuring uninterrupted access to digital learning environments for both students and educators.</p> <p>Effectiveness: This action has been effective. Student outcomes remain strong, and all students continue to have equitable access to the technology and technical support necessary to fully engage with the curriculum. Ongoing assessment of technology needs, combined with responsive and intentional resource</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
		<p>enrollment changes, curriculum requirements, and technological advancements that support educational goals.</p> <p>Supporting Digital Equity Beyond device provision, the school will address digital equity by ensuring that all students develop the digital literacy skills necessary for academic success and future career readiness. This comprehensive approach to closing the digital divide supports Yu Ming's mission of preparing globally competent graduates who can thrive in an increasingly digital world.</p>		<p>allocation, has supported consistent and equitable technology access across the school community.</p>		

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.

Yu Ming Charter School has developed Goal 3 because engaging families as partners is essential to successfully educating "the whole child" and supporting our mission to develop bilingual, biliterate, and globally competent graduates.

Diverse Community Engagement: With families representing multiple languages (English, Spanish, Mandarin), ethnicities (52% Asian, 22% Two or More Races, 9% Hispanic, 8% African American), and socioeconomic backgrounds (34% Socioeconomically Disadvantaged), we must strengthen communication and collaboration to ensure all families feel welcome and empowered to participate in their children's education.

Dual Immersion Family Support: Our Mandarin immersion program requires strong family partnerships to support students' bilingual development. Many families need guidance understanding our unique educational model, language progression, and how to support dual-language learning at home, making robust family engagement critical for student success.

Shared Decision-Making Philosophy: Our commitment to relationship-centered engagement and participatory practices reflects our belief that families are essential partners in educational decision-making. Meaningful parent input through advisory committees, affinity groups, and governance structures ensures our programs meet community needs and values.

Whole Child Education: Successfully implementing our "whole brain and whole heart education" approach requires collaboration between school and home to support students' academic, social-emotional, and cultural development. Strong family partnerships enhance student engagement and create consistent support systems across all environments.

Inclusive Community Building: Our diverse student population, including 17% English Language Learners and 6% Students with Disabilities, requires targeted outreach and culturally responsive engagement strategies to ensure all families can meaningfully participate regardless of language, cultural background, or ability level.

Student Success Impact: Research demonstrates that strong family engagement directly improves student outcomes. By fostering collaborative relationships and creating welcoming, inclusive environments, we enhance student engagement and academic achievement while building the supportive community essential for developing globally competent graduates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
18	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary	2025-26: Exemplary		
19	Parent input in decision-making for UP & SWD. (Questions 9-12) <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> 9. 5 10. 5 11. 5 12. 5	<u>2024-25:</u> 9. 5 10. 5 11. 5 12. 5	2025-26: In Progress		
20	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning	<u>2023-24:</u> 1. 5 2. 5 3. 5 4. 5	<u>2024-25:</u> 1. 5 2. 5 3. 5 4. 5	2025-26: In Progress		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool					
21	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama CORE Survey	<u>2023-24:</u> 60% ES; 62% MS Sense of Safety 74% ES; 57% MS School connectedness	<u>2024-25:</u> 55% ES; 56% MS Sense of Safety 69% ES; 52% MS School Connectedness	2025-26: In Progress		
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	<u>2024-25:</u> 85% Sense of Safety 97% School Connectedness	2025-26: In Progress		
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	<u>2024-25:</u> 65% Sense of Safety 84% School Connectedness	2025-26: In Progress		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>Yu Ming Charter School is committed to creating and maintaining a safe, welcoming, and positive school climate that supports student well-being, engagement, and academic success. Our comprehensive approach addresses both the physical and emotional safety of all community members while fostering meaningful learning experiences that extend beyond the classroom.</p> <p>Student Engagement and Enrichment The school will provide students with diverse opportunities to engage in authentic learning experiences through carefully planned field trips and outdoor education activities. These experiential learning opportunities will deepen student engagement, enhance motivation, and provide real-world connections to classroom instruction across both English and Chinese language curricula. Student performances and assemblies will be regularly scheduled to showcase student achievements, celebrate cultural diversity, and build community connections while providing students with opportunities to demonstrate their bilingual and artistic talents.</p> <p>Comprehensive Safety Protocols Yu Ming Charter School will maintain and annually review its comprehensive School Safety Plan in collaboration with all staff members to</p>	Fully	<p>Implementation of this action on student engagement, safety, and well-being initiatives has been fully implemented. Yu Ming continues to provide a range of student engagement and enrichment opportunities, including field trips, outdoor education, performances, and assemblies, that support authentic bilingual learning and strengthen school community connection.</p> <p>Comprehensive safety protocols are being implemented as intended, encompassing regular emergency drills, annual review of the School Safety Plan, visitor management systems, and structured supervision during both instructional and non-instructional periods. Required health screenings and ongoing school climate assessments are underway and aligned with established practices and compliance requirements.</p> <p>Challenges: Two challenges have been identified. First, securing the required health screening services has proven more complex than anticipated. Identifying hearing and vision screening vendors who are both available within mandated timelines and affordable within existing budget parameters has been</p>	\$1,025,245	\$382,898.18

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		<p>ensure current procedures address evolving safety needs and regulatory requirements. Regular emergency drills including fire, earthquake, and lockdown procedures will be conducted to prepare students and staff for various emergency scenarios. The school will implement the Verkada Visitor Management System to enhance campus security by monitoring and controlling access to school facilities, ensuring that all visitors are properly identified and authorized before entering the campus.</p> <p>Supervision and Monitoring Trained school supervision staff will be strategically positioned throughout campus during instructional time, breaks, and transitions to maintain safe and orderly environments while fostering positive interactions among students. This supervision model supports both physical safety and the development of positive social behaviors aligned with the school's social-emotional learning initiatives.</p> <p>Health and Wellness Services In compliance with state law requirements, Yu Ming Charter School will provide mandatory hearing and vision screenings to identify potential health issues that could impact student learning and academic performance. These health services support early intervention and ensure that all</p>		<p>difficult, due to limited vendor availability and escalating service costs. This remains an area requiring active problem-solving and contingency planning.</p> <p>Second, family-reported perceptions of safety have fluctuated in association with recent changes to school facilities and broader neighborhood conditions, both of which are largely outside of the school's direct control. It is important to note that objective, on-campus safety indicators remain strong, with 97% of families reporting that the campus feels safe. The observed fluctuation in this metric is attributable to external contextual factors rather than any decline in the school's established safety practices or protocols.</p> <p>Successes: Yu Ming has sustained continued strength in school climate and family relationships. Enrichment activities, performances, assemblies, and consistent communication practices have reinforced family trust, deepened community connection, and affirmed the school's commitment to its bilingual mission. Field trips, outdoor education experiences, safety drills, supervision structures, and visitor management systems are all</p>		

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		<p>students have access to the resources necessary for academic success.</p> <p>Climate Assessment and Continuous Improvement The school will regularly assess school climate through student, staff, and family feedback to identify areas for improvement and celebrate successes. This data will inform ongoing efforts to maintain a positive, inclusive environment that supports the diverse needs of the Yu Ming Charter School community and promotes the social-emotional well-being of all students.</p> <p>Through these comprehensive initiatives, Yu Ming Charter School will foster an environment where all students feel safe, valued, and engaged in their learning while developing the skills and confidence necessary for academic and personal success.</p>		<p>being implemented as intended, reflecting strong operational follow-through and organizational coherence across campuses.</p> <p>Effectiveness: This action has been effective overall, particularly in engaging families, educational partners, and other stakeholders as active participants in the life of the school. This broad and inclusive engagement has supported coherent implementation across student engagement, safety, and well-being initiatives, contributing to steady progress and sustained alignment with intended outcomes.</p>		
2	PARENT INPUT IN DECISION-MAKING	<p>Yu Ming Charter School is committed to meaningful parent and family engagement in educational decision-making processes, ensuring that all families, including those representing Unduplicated Pupils and Students with Disabilities, have authentic opportunities to participate in shaping school policies, programs, and practices.</p> <p>Advisory Committee Structure The school maintains a comprehensive system of advisory committees that provide parents</p>	Fully	<p>Implementation of this action is proceeding as planned, with no substantive changes. Yu Ming continues to support meaningful parent and family engagement through a range of established structures and communication channels. Advisory committees, including the combined ELAC/DELAC/EL-PAC, PAC, the Family School Organization Council, and Family Affinity Groups, provide</p>	\$3,000	\$701.23

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
		<p>with formal channels for input and collaboration. The English Language Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) offer English Learner families specific opportunities to provide guidance on programs and services affecting their children's educational experience. When applicable, the English Learner Parent Advisory Committee (EL-PAC) serves to fulfill requirements under California Education Code 52062(a)(2), ensuring that English Learner families have dedicated representation in decision-making processes.</p> <p>The Parent Advisory Committee (PAC), established in accordance with California Education Code 52062(a)(1), provides all families with opportunities to participate in school governance and program evaluation. Additionally, the Family School Organization Council and Family Affinity Groups create spaces for families to connect, collaborate, and contribute to school culture and community-building initiatives while providing input on educational programs and school operations.</p> <p>Governance Participation Yu Ming Charter School ensures parent representation at the highest level of school governance through dedicated parent representatives serving on the school's governing board. This structure</p>		<p>structured and intentional opportunities for family input in school programs and institutional decision-making. Parent representation on the governing board ensures that family perspectives are systematically incorporated into strategic and policy-level discussions.</p> <p>Dedicated family support staff, multilingual communication through ParentSquare, interpreter services, and affinity group facilitation are all functioning as intended. Engagement opportunities for families of SWD, including participation in the Charter SELPA Community Advisory Committee, are occurring as scheduled and in alignment with established commitments.</p> <p>Challenges: While overall family engagement remains a demonstrated strength, the school has encountered difficulty generating sufficient and consistent participation in formal advisory bodies, such as ELAC. Competing family obligations and the time-intensive nature of committee service have constrained consistent involvement in these governance structures. Yu Ming recognizes the importance of these bodies in supporting shared decision-making and is committed to exploring</p>		

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		<p>guarantees that family perspectives are integrated into strategic planning, policy development, and oversight functions.</p> <p>Accessibility and Inclusion To ensure that all families can meaningfully participate regardless of language barriers, interpreter services are available upon request for all meetings and decision-making processes. This commitment to linguistic accessibility demonstrates the school's dedication to inclusive engagement that honors the diverse backgrounds and languages represented in the Yu Ming Charter School community.</p> <p>Through these comprehensive engagement structures, Yu Ming Charter School ensures that parent and family voices are not only heard but actively integrated into the ongoing improvement and development of educational programs and services that support student success and community well-being.</p>		<p>strategies to reduce barriers to participation and sustain meaningful family engagement in advisory roles.</p> <p>Successes: Family engagement at the school-site level continues to represent a significant strength. Family survey results reflect consistently high levels of satisfaction, with 97% or more of respondents reporting positive experiences related to engagement, communication, and sense of belonging. Multilingual communication supports, interpreter services, affinity groups, and targeted engagement opportunities for families of students with disabilities are all operating effectively, collectively supporting broad and equitable access to meaningful school participation across the community.</p> <p>Effectiveness: This action is effective with consistent high levels of family engagement across demographic groups reflect the success of Yu Ming's multi-pathway approach to family involvement. The integration of both formal and informal engagement structures has ensured that families remain meaningfully connected to the school community, contributing to inclusive participation and sustained</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				alignment with the school’s family engagement goals.		
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>Yu Ming Charter School is committed to providing comprehensive opportunities for all families, including those of unduplicated students and Students with Disabilities, to engage as meaningful partners in their children's education and the broader school community.</p> <p>Dedicated Family Support: The Family Engagement and Outreach Manager plays a critical role in supporting under-represented and low-income families by ensuring high levels of family participation, providing clarification about academic resources available to support student success, and facilitating access to technology and other educational tools. This position serves as a bridge between families and the school, helping to remove barriers to engagement and ensuring that all families feel welcome and empowered to participate in their children's educational journey.</p> <p>Community Building and Inclusion: Yu Ming Charter School has established Family Affinity Groups designed to build community and foster inclusion for under-represented families within the school environment. The Family Engagement and Outreach Manager facilitate dedicated affinity groups for Black families, LGBTQ+ families, English learners, Latinx families,</p>	Fully	<p>This action has been fully implemented with no substantive changes. Yu Ming continues to support meaningful family engagement through dedicated outreach efforts, affinity groups, and accessible communication practices. The Family Engagement and Outreach Manager is actively supporting under-represented families, facilitating affinity group programming, and assisting families in accessing academic resources and technology. Multilingual communication through ParentSquare, translation services, and interpreter support are all functioning as intended. Engagement opportunities for families of students with disabilities, including participation in the Charter SELPA Community Advisory Committee, are occurring as scheduled and in alignment with established commitments.</p> <p>Challenges: Continued growth in student enrollment has generated increased demand for family engagement support services. With the Family Engagement and Outreach Manager role currently staffed by a</p>	\$107,763	\$70,344.64

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
		<p>and families of Students with Disabilities. These groups create supportive communities where families can connect with others who share similar experiences, access targeted resources, and provide input on school programs and services that affect their children.</p> <p>Communication and Accessibility: School staff will maintain ongoing communication with families through the ParentSquare application, which provides a centralized platform for school announcements, event information, and direct communication between families and educators. To ensure that language is not a barrier to engagement, all correspondence sent to families and guardians will be provided in English and translated into Spanish and Mandarin, as identified through the school's primary language survey and the fifteen percent threshold translation requirement. Interpreter services are available upon request for meetings, conferences, and school events to ensure that all families can fully participate regardless of their primary language.</p> <p>Special Education Community Engagement: Parents of students with disabilities will be invited to participate in the El Dorado County Charter SELPA's Community Advisory Committee, which serves as an important forum for advising the Charter SELPA about the Special</p>		<p>single individual, the school has needed to identify creative and operationally efficient approaches to reach and support an expanding and increasingly diverse family population while preserving the quality and responsiveness of its engagement efforts. Sustaining the current level of support and service quality as enrollment grow will necessitate ongoing strategic attention to staffing capacity and resource allocation.</p> <p>Successes: A notable success this year has been the intentional expansion of affinity groups to more fully reflect the growing diversity of the school community, including the launch of a new affinity group specifically designed to support families of neurodiverse students. These groups have strengthened inclusivity, fostered a sense of belonging, and established new pathways for families to build connections with one another and with the institution. Multilingual communication supports, interpreter services, and technology assistance continue to function effectively, collectively ensuring equitable access to engagement opportunities for under-represented families across the school community.</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
		<p>Education Local Plan, annual priorities, parent education initiatives, and other special education-related activities. This dynamic collaborative partnership brings together educators, parents, and community members to improve special education services and support. The Community Advisory Committee meets three times annually via online format, with meetings scheduled for October 14, January 20, and April 14 during the 2025-2026 school year.</p> <p>Through these comprehensive engagement opportunities, Yu Ming Charter School ensures that all families have multiple pathways to participate in their children's education while building a strong, inclusive community that supports student success and family well-being.</p>		<p>Effectiveness: This action has been effective. Increased parent interest and participation in affinity group events and school-wide functions reflects the success of Yu Ming's expanded outreach initiatives and inclusive engagement strategies in strengthening family connection and involvement across the school community.</p>		
4	<p>MAINTAINING SAFE & CLEAN SCHOOL FACILITIES</p>	<p>Yu Ming Charter School is committed to providing all students and staff with safe, clean, and well-maintained learning environments across all four campus sites. The school recognizes that high-quality facilities are essential for supporting effective teaching and learning while ensuring the health, safety, and well-being of the entire school community.</p> <p>Comprehensive Facility Management The school maintains a systematic approach to facility management that includes regular inspections, preventive maintenance, and prompt response to identified issues.</p>	Fully	<p>This action has been fully implemented with no substantive changes. Yu Ming continues to maintain safe, clean, and well-maintained facilities across all campus sites through systematic routine inspections, preventive maintenance protocols, and daily cleaning procedures. Annual facility assessments are underway and aligned with applicable reporting requirements, and identified issues are addressed promptly in accordance with established priority and safety</p>	\$1,893,417	\$1,057,609.99

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
		<p>Facilities staff conduct routine maintenance checks of all building systems including heating, ventilation, air conditioning, plumbing, electrical systems, and safety equipment to ensure optimal functionality and compliance with health and safety standards.</p> <p>Cleaning and Sanitization Protocols Daily cleaning and sanitization procedures are implemented across all campus sites to maintain healthy learning environments. These protocols include regular cleaning of classrooms, common areas, restrooms, and food service areas, with particular attention to high-touch surfaces and areas that support student health and wellness.</p> <p>Annual Assessment and Reporting Yu Ming Charter School will complete the comprehensive Facility Inspection Tool report annually for each of the four campus sites. This detailed assessment evaluates the condition of school facilities across multiple categories including structural elements, cleanliness, electrical systems, heating and ventilation, fire safety, and hazardous materials management. The results of these inspections will be transparently reported through the School Accountability Report Card, Local Indicators Report, and Local Control and Accountability Plan to ensure that families and the community have</p>		<p>criteria. Ongoing facility improvements continue to support instructional needs, accessibility standards, and the overall well-being of students and staff.</p> <p>Challenges: The acquisition and activation of new campus sites required significant operational coordination and placed considerable demands on facilities staff and institutional resources. The concurrent responsibility of bringing multiple new locations into full operational compliance while sustaining the maintenance standards of existing campuses stretched staff capacity and necessitated sustained, coordinated effort throughout the year. This challenge underscores the importance of proactive staffing and resource planning in support of future facility expansions.</p> <p>Successes: All school sites are operating safely and are consistently maintained to a high standard of cleanliness and functionality. A strong indicator of this achievement is that all campuses received Good or Exemplary ratings on their Facility Inspection Tool (FIT) reports, reflecting effective maintenance practices, timely resolution of identified issues, and consistent</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
		<p>access to current information about facility conditions.</p> <p>Responsive Issue Resolution Any issues or deficiencies identified through the annual FIT assessment, routine inspections, or daily operations will be addressed in a timely manner based on the severity and potential impact on student and staff safety. The school maintains protocols for prioritizing repairs and improvements, with immediate attention given to any conditions that could pose safety risks or interfere with the educational program.</p> <p>Ongoing Improvement and Investment Beyond addressing identified issues, Yu Ming Charter School is committed to continuous facility improvement that supports the evolving needs of the educational program. This includes maintaining learning spaces that are conducive to both English and Chinese language instruction, ensuring accessibility compliance, and creating environments that support the school's comprehensive academic and social-emotional learning programs. Through these comprehensive facility management practices, Yu Ming Charter School ensures that all campus sites provide safe, clean, and inspiring environments where students and staff can focus on teaching, learning, and community building.</p>		<p>adherence to established facility standards.</p> <p>Effectiveness: This action has been effective. All campus sites are operating safely, meeting or exceeding applicable facility standards, and providing a physical environment conducive to student learning and staff performance. Routine inspections, preventive maintenance, and strategically prioritized facility improvements continue to ensure strong operational performance and regulatory compliance across all locations.</p>		

