School Year: 2022-23
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Yu Ming Charter
2023–24 School Accountability Report Card
Reported Using Data from the 2022–24 School Year
California Department of Education

Address:	2021 Chestnut St. Oakland, CA, 94607-2617	Principal:	Celia Pascual, Chief Academic Officer		
Phone:	(510) 267-0762	Grade Span:	K-8		

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sarc/. For more information about the California Longitudinal Pupil Achievement Data System (CALPADS) and the California School Dashboard (Dashboard) you may find it helpful to read specific parts of the guide, with specific activities to address data and focus priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about the CDE's data collection efforts, see the CDE Data Collection Calendar at https://www.cde.ca.gov/ds/sp/cd/caldatacollect.asp.
- For English learner and migrant student data, see the CDE Data Quality Web Page at https://www.cde.ca.gov/ds/sp/ai/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

For more information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs, schools, and student groups are performing on state and local indicators included in the Dashboard. The Dashboard is designed to support local educational agencies (LEAs), schools, and student groups in local and statewide continuous improvement, accountability, challenges, and improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the University of California (UC) are based on a student's high school record. Students who meet the state's high school graduation, as well as those transfer students who have successfully completed specified college course work, are eligible for admission to the UC. These requirements are designed to ensure that all eligible students are prepared for the intellectual rigor of UC academic life. For general information about the UC admission requirements, please visit the UC website at http://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the California State University (CSU) is based on high school courses, CSU Grades in specified courses and test scores, and UC Graduation High School Subject Requirements. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have more students than they can accommodate in their freshman classes. The CSU system is currently reviewing its admission requirements to make them more rigorous and to better align them with high school graduation requirements and high school coursework that will normically served by a CSU campus in their region. For admission, application, and film information, see the CSU website at https://www2.calstate.edu/.

About This School

Celia Pascual, Chief Academic Officer

K-8 Grades, 1 Active School

About Our School

Yu Ming Charter School
2021 Chestnut Street
Oakland, CA 94607-2617

Phone: (510) 267-0762
Email: celia.pascual@yumingchartersch.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)	
District Name	Oakland Unified School District
Phone Number	(510) 267-1952
Superintendent	Kyla Johnson-Trammell
Email Address	kyla.johnson-trammell@ousd.org
Website	www.ousd.org

School Contact Information (School Year 2024–25)	
School Name	Yu Ming Charter
Street	2021 Chestnut St
City, State, Zip	Oakland, CA, 94607
Phone Number	(510) 267-0762
Principal	Celia Pascual, Chief Academic Officer
Email Address	celia.pascual@yumingchartersch.org
Website	www.yumingchartersch.org
Grades Served	K-8
District CDS Code	01100170136772

School Description and Mission Statement (School Year 2024–25)

About Yu Ming Charter School

Yu Ming Charter School is a Mandarin immersion public charter school with multiple sites located in Oakland serving approximately 885 students in grades K-8 with the mission statement of "Yu Ming Charter School, in partnership with the community, will develop the whole child, in Mandarin, to be lifelong learners, bilingual, biliterate, and multicultural language speakers ready to lead and contribute to the global community." We believe all children can succeed and are committed to unleashing the potential of every Yu Ming student. With a data-driven, rigorous approach, we deliver measurable results for our students, school, and community. Our students are bilingual, biliterate, and multicultural learners who are ready to lead and contribute to the global community. Our teachers, personalities, and learning styles. We encourage personal exploration, independent exploration, and academic excellence. We help our students engage their learning, pursue their goals, and design their growth path.

Our students are bilingual, biliterate, and multicultural learners, problem-solving, and effective communication are skills developed by every graduate. Beyond mastering content, to fully students learn to be the following:

- Know themselves deeply by constantly reflecting on new knowledge and experience
- Understand and appreciate the diversity of people and cultures in our community and beyond
- Co-narrate the progress gained after coming to their conclusions on our school and community
- Communicate using language to have a powerful impact on diverse audiences via multiple modalities

Our students are bilingual, biliterate, and multicultural learners who are ready to lead and contribute because we provide the opportunity to become fully bilingual and biliterate in Mandarin and English. As such, our curriculum includes and derives continuity in developing bilingual and biliterate language skills and our education is made a difference in the world.

Our Instructional Program

To design a program to serve our diverse student population needed in which two languages are used for instruction, i.e., in this case, English and Mandarin, with at least 50% of instruction in the second language.

Our program is based on the research of Wallace Lambert and Kathryn Lindholm-Leary. Lambert's research on the Canadian Science Academy, Lindholm-Leary's research on Spanish-speaking students in Texas, and our own experience with our students, we know that the following are the conditions that are required for students to achieve proficiency in the second language.

- Sufficient time to learn the second language
- Teachers who are bilingual and biliterate in the Cantonese Key Area
- Teachers who are native speakers of the Mandarin Key Area
- All team-teacher models consist of the native speaker
- All team-teaching partnerships contain the native speaker
- Teaching strategies are consistent with the culture of the students

Parents actively participated in the formation of Washington, Titan, Lincoln, Bella's Mandarin-English Dual Immersion Learners.[1] further showcased the efficacy of Mandarin immersion in general and specifically. To Mary Lindell, a Yu Ming Mandarin immersion cohort graduate, parents and students outcomes for all students regardless of ethnicity, socio-economic status, and English language proficiency. Mandarin immersion has been a "game changer" for students who have been underserved in public schools and parents in left behind. The study found that certain aspects of Mandarin immersion education were a driving force behind the success of Chinese heritage learners by 5th grade. This is remarkable given that only 20% of incoming kindergarten at Yu Ming identify Mandarin as their home language - 80% do not have any prior knowledge of Mandarin.

The study also found that students did not fall behind in English because of the school's learning strategies. On the contrary, aspects of Mandarin skills supported their English learning skills, showing that learning a second language benefitted the Mandarin first-language students.

Yu Ming Charter School is a Title I school with 100% of students receiving free or reduced-price meals. Approximately 25% of our students are English Learners.

Yu Ming Charter School's Mandarin Immersion Program is a 75/25 Model. Kindergarten and Grades 1 and 2 are designated as a Mandarin Immersion Cohort. The California Dashboard School program recognizes schools for their excellent work in one of two categories: closing the achievement gap and achieving exceptional academic growth.

- 2023-24 Cohort is **called** Yu Ming will be served in:
  - 4th charter elementary and middle school in the San Francisco Bay Area
  - 2nd Mandarin Immersion charter school in Alameda County
  - 4th team-teacher middle school in the state of California
  - 4th team-teaching partnership school in the state of California
  - 2nd Mandarin Immersion charter school in the state of California

Research shows that students who fall behind in English because of the school's learning strategies. On the contrary, aspects of Mandarin skills supported their English learning skills, showing that learning a second language benefitted the Mandarin first-language students.

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Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	108
Grade 1	103
Grade 2	102
Grade 3	76
Grade 4	76
Grade 5	76
Grade 6	69
Grade 7	69
Grade 8	69
Total Enrollment	885

Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	50.85%
Male	49.03%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.71%
Black or African American	8.93%
Filipino	0.00%
Hispanic or Latino	8.70%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	33.48%
White	6.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	25.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	91.86%
Students with Disabilities	5.76%

Student Enrollment by Ethnicity (School Year 2023–24)

Ethnicity	Percent of Total Enrollment
African American	8.93%
American Indian or Alaska Native	0.00%
Asian	0.71%
Filipino	0.00%
Hispanic or Latino	8.70%
Native Hawaiian or Pacific Islander	0.00%
White	6.60%
Two or More Races	33.48%
Socioeconomically Disadvantaged	91.86%
English Learners	25.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Students with Disabilities	5.76%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully Credentialed in Clear Credential for Subject and Student Placement (properly assigned)	18.16	69.74%	1314.84	57.94%	225806.75	63.57%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.00	0.13%	4229.90	1.19%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	12.33	38.1%	412.49	18.18%	7378.75	2.08%
Credentialed Teachers Assigned Out of Field ("out-of-field" under ESSA)	0.83	2.56%	46.00	2.03%	13189.75	3.71%
Unknown/Incomplete/NA	0.00	0.00%	1.40	0.1%	16834.30	0.98%
Total Teaching Positions	32.49	100.00%	2269.40	100.00%	274799.15	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on salary, and position and duties. An educator's assignment may differ from his or her credential, depending on district policies and practices.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully Credentialed in Clear Credential for Subject and Student Placement (properly assigned)	19.16	59.06%	1314.84	57.94%	229242.75	63.57%
Intern Credential Holders Properly Assigned	0.00	0.00%	10.00	0.44%	4863.00	1.34%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.93	17.74%	36.33	16.91%	5267.02	8.42%
Credentialed Teachers Assigned Out of Field ("out-of-field" under ESSA)	13.00	30.21%	185.49	21.45%	15824.16	4.39%
Unknown/Incomplete/NA	1.33	3.47%	16.40	4.9%	1587.00	5.67%
Total Teaching Positions	32.49	100.00%	2269.40	100.00%	274799.15	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on salary, and position and duties. An educator's assignment may differ from his or her credential, depending on district policies and practices.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully Credentialed in Clear Credential for Subject and Student Placement (properly assigned)	20.00	48.44%	1361.82	59.77%	231542.40	58.05%
Intern Credential Holders Properly Assigned	0.80	2.29%	12.50	5.79%	5566.40	2.05%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	10.53	24.93%	37.49	13.68%	5267.02	8.42%
Credentialed Teachers Assigned Out of Field ("out-of-field" under ESSA)	2.20	5.20%	37.90	17.79%	15766.60	4.23%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	1587.00	5.67%
Total Teaching Positions	43.53	100.00%	215.00	100.00%	217868	100%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on salary, and position and duties. An educator's assignment may differ from his or her credential, depending on district policies and practices.

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	12.33	9.93	10.53
Misassignments	12.33	8.93	10
Vacant Positions	0.00	1.00	0.53
Total Teachers Without Credentials and Misassignments	12.33	9.93	10

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.83	10.90	2.2
Local Assignment Options	0.00	26.00	0
Total Out-of-Field Teachers	0.83	11.00	2.2

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	100%	100%	100%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0.00%

Note: For more information refer to the Updated Teacher Equity Definitions located at https://www.cde.ca.gov/pd/ca/tq/ESSAdefinitions.pdf.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Materials Adopted for Use in Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify CKLA (Core Knowledge Language Arts) Pre-K Fishtank Learning Full Year Amplify Language Studio for K-2 Lucerito Spanish Library (K-5) Library for K2-GR 8	0
Mathematics	IM (US Units at Study for Mathematics) for K-5 Illustrative Mathematics for 6-8	0
Science	STC Carolina Curriculum Pre-K-GR 5 Amplify Science OpenSciEd Carolina Curriculum Amplify (Core Knowledge Language Arts)	0
History-Social Science	Amplify CKLA (Core Knowledge Language Arts) Better Innovation	0
Foreign Language	Better Innovation Level Chinese Lexdale Reading Libraries Lexdale Reading Libraries Teacher created Chinese projects	0
Health	Not applicable	0
Visual and Performing Arts	Not applicable	0
Science Lab Equipment (Grades 9-12)	Not applicable	0

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

School Facility Conditions and Planned Improvements

Maintenance and Repair

Yu Ming Charter School's maintenance staff ensures that the campus necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule

Yu Ming Charter School's janitorial cleaning standards, in conjunction with city staff, the Administration monitors the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Use of Facilities Inspection Tool (FIT)

Yu Ming Charter School's maintenance staff and Lease the Facilities Inspection Tool (FIT) to ensure each school site is clean, safe, and functional. The State of California Office of Public School Construction (OPSC) developed the FIT. The results of the annual inspection are detailed in the School Facility Good Repair Status section of the SARC.

School Facility Good Repair Status

Yu Ming Longitudinal The facility Inspection Tool (FIT) for all three school sites in January 2025.

Using **most recently collected** facility inspection Tool (FIT) data or other local assessment, provide the following:

- Determination of repair status for system listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

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

Overall Facility Rate

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

Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA] and mathematics, California Science Test [CAST], and California Alternate Assessments [CAA] for ELA and mathematics, grades three through eight and eleventh grade. The results of the CAASPP System are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] for Students With Significant Cognitive Disabilities [SCWSCD] for students with the most significant cognitive disabilities);
- The CAASPP System encompasses the following assessments and student populations:
  - **Smarter Balanced Summative Assessments and CAA for ELA** (grades three through eight and grade eleven);
  - **Smarter Balanced Summative Assessments and CAA for mathematics** (grades three through eight and grade eleven);
  - **California Science Test (CAST) and CAA for Science** (grades five, eight, and grade eleven in the science cycle);
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education pathways of high schools;

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

Subject	2020–21 All Students	2020–21 Ever-EL	2020–21 EL	2020–21 RFEP	2020–21 EO
English language Arts / literacy (grades 3-8 and 11)	50%	50%	50%	50%	50%
Mathematics (grades 3-8 and 11)	50%	50%	50%	50%	50%

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

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

CAASPP Test Results in ELA by Student Group listing and comparing state administered assessments Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	*219*	*215*	*98.17%*	*20.93%*
Female	*108*	*106*	*100.00%*	*0.00%*
Male	*108*	*106*	*96.30%*	*42.57%*
American Indian or Alaska Native				
Asian	*1*	*1*	*100.00%*	*0.00%*
Black or African American	*35*	*35*	*100.00%*	*17.14%*
Filipino				
Hispanic or Latino	*21*	*21*	*100.00%*	*0.00%*
Native Hawaiian or Pacific Islander				
Two or More Races	*83*	*80*	*100.00%*	*32.47%*
White	*27*	*27*	*100.00%*	*0.00%*
Socioeconomically Disadvantaged	*81*	*81*	*100.00%*	*16.54%*
Students Receiving Migrant Education Services	*0*	*0*	*0.00%*	*0.00%*
Students with Disabilities	*25*	*23*	*100.00%*	*0.00%*

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

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

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

CAASPP Test Results in Mathematics by Student Group listing and comparing state administered assessments Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	*219*	*215*	*98.17%*	*20.23%*
Female	*108*	*106*	*100.00%*	*0.00%*
Male	*108*	*106*	*96.30%*	*39.62%*
American Indian or Alaska Native				
Asian	*1*	*1*	*100.00%*	*0.00%*
Black or African American	*35*	*35*	*100.00%*	*8.57%*
Filipino				
Hispanic or Latino	*21*	*21*	*100.00%*	*0.00%*
Native Hawaiian or Pacific Islander				
Two or More Races	*83*	*80*	*100.00%*	*32.47%*
White	*27*	*27*	*100.00%*	*0.00%*
Socioeconomically Disadvantaged	*81*	*81*	*100.00%*	*16.54%*
Students Receiving Migrant Education Services	*0*	*0*	*0.00%*	*0.00%*
Students with Disabilities	*25*	*23*	*100.00%*	*0.00%*

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

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

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

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
All Students	0%	0%	0%	0%	0%	0%

Science (grades 5, 8, and high school)	70.80%	77.12%	3.85%	0.00%	30.29%	30.73%

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

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	118	118	100.00%	0.00%	77.12%
Female	58	58	100.00%	0.00%	72.41%
Male	60	60	100.00%	0.00%	81.67%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	60	60	100.00%	0.00%	81.67%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	30	30	100.00%	0.00%	86.67%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	18	18	100.00%	0.00%	72.22%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

Yu Ming Charter School provides parents, including those of unduplicated students and Students with Disabilities, with numerous opportunities to engage as partners in their child's education, as outlined in the school's 2024-25 Local Control and Accountability Plan (LCAP) Goal 3, Actions 2 and 3.
The Family Engagement and Outreach Coordinator continues to support underrepresented/low-income families to ensure high family participation, clarify academic resources available to support their child and ensure access to technology, to name a few. Yu Ming has established Family Affinity Groups that build community and inclusion for underrepresented families. The Family Engagement and Outreach Coordinator facilitates affinity groups (Black, LGBTQ+, English learners, Latinx, SWD) to further build communities of support within the school.
Yu Ming's staff continues to communicate with families using the ParentSquare app.
All correspondence sent to families/guardians is provided in English and translated to Spanish and Mandarin, as identified by our (primary) language survey and the "15% and above translation needs." Interpreter services are available upon request.
Yu Ming Charter School provides parents (including families representing Unduplicated Pupils (UP) and Students with Disabilities) opportunities to serve on decision-making committees that include:

- English Language Advisory Committee (ELAC), DELAC
- English Learner Parent Advisory Committee (EL-PAC) - CA EC 52062(a)(2) – if applicable
- Parent Advisory Committee (PAC) per CA EC 52062(a)(1)
- FSO Council/Family Affinity Groups

Yu Ming Charter School also has parent representatives serving on the governing board.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Yu Ming's Chronic Absenteeism rates remain low. Yu Ming continues to embed a Culture of High Expectations and a Culture of Learning, which results in lower rates of absenteeism schoolwide.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	877	867	19	2.2%
Female	448	440	12	2.7%
Male	429	427	7	1.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	448	443	4	0.9%
Black or African American	70	69	5	7.2%
Filipino	30	30	0	0.0%
Hispanic or Latino	72	70	4	5.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	197	195	6	3.1%
White	57	57	0	0.0%
English Learners	155	150	1	0.7%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	293	290	13	4.5%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	70	68	7	10.3%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	0.59%	0.39%	0.11%	2.97%	2.19%	2.30%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.06%	0.07%	0.08%	0.07%

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

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.11%	0%
Female	0%	0%
Male	0.23%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0.22%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0.34%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

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

School Safety Plan (School Year 2024–25)

Annually, Yu Ming Charter School (YMCS) adopts a School Safety Plan, to be reviewed and updated by March 1 of every year, which includes the identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(K):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Section 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the Charter School, at an activity sponsored by the Charter School, or on a school bus serving the Charter School

Yu Ming's Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.
Disaster procedures included in the Charter School Safety Plan address and include adaptations for students with disabilities in compliance with ADA requirements. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Administrator, and if the concern is merited, the Administrator shall direct the Charter School Safety Plan to be modified accordingly.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

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

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

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

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

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

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

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

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

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	4	0	0
Mathematics	21.00	4	0	0
Science	21.00	4	0	0
Social Science	21.00	4	0	0

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

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

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

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

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

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

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2023–24)

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

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16856.40	$3745.54	$13110.86	$76560.97
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$10770.62	--
Percent Difference – School Site and State	N/A	N/A	19.60%	--

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

Types of Services Funded (Fiscal Year 2023–24)

Addressing Academic Needs to Accelerate Learning

To address learning loss and accelerate learning as needed, Yu Ming Charter School provides intervention and/or support services to close learning/achievement gaps and ensure students are on track toward grade-level mastery:
Small Group Instructors (SGI) in Grades K-5 provide academic intervention through in-class small-group instruction and pull-out support. Needs are identified through multiple types of assessment data, and an individualized approach is developed for each student with progress monitoring goals.
Middle school teachers in grades 6-8 provide academic intervention through small group pull-out instruction during SDL (Self-directed learning) periods. During these designated times, while most students work independently, teachers of math, English, Science, and Chinese pull out students to provide targeted intervention.
Summer Boost, a free four-week academic intervention program, took place in July 2024. Teachers provided pull-out support each day for four weeks to students who were not proficient in Chinese and English. Additional academic reinforcement and feedback were provided in the classroom during whole-group independent work time.
Yu Ming Charter School offers a robust Expanded Learning Opportunities Program (ELOP) during our after-school program, intersessions, and summer programming. These opportunities provide consistent academic support for students during long breaks.
Struggling learners have access to adaptive online learning platforms to support them with language acquisition and proficiency, reading skills, vocabulary development, and math skills:

- English: Boost Reading, K-5 (subscription)
- English: Freckle ELA G3-5 (subscription)
- Math: Khan Kids K-5 (free)
- Chinese: Word Wall and Arch Chinese K-5 (subscription)
- Chinese: Level Learning K-8 (subscription)
- Chinese: Better Immersion K-2 (subscription)
- Chinese: iChinese Reader G1-8 (subscription)
- Chinese: wevideo G6-8 (subscription)

Addressing Social-emotional & Behavioral Student Needs

In alignment with Yu Ming Charter School's MTSS, students have access to a comprehensive suite of services to meet our students' social-emotional, behavioral, and mental health needs. The Director of MTSS leads the SEL component of our MTSS, ensuring implementation of the Compass Framework for all students K-8, which includes student badge work and weekly circles. In addition, we have implemented Strong Start Circle K-3, Second Step Curriculum K-3, and the Middle School SEL curriculum we're currently researching. The Director oversees the administration of a universal screening tool, SAEBRS (Social, Academic, and Emotional Behavior Risk Screener), a brief, norm-referenced tool for screening all students to identify those at risk for social-emotional behavior problems. At-risk students are referred to the Mental Health Clinician to address mental health needs or may participate in social/friendship groups led by the Student Culture Specialist.
We continue to have Self-directed Learning (SDL) blocks in K-2 focused on developing SEL skills in the first part of the year. SLD blocks have two goals in mind: learning and practicing SEL skills and setting goals, planning, and reflecting on mastery of goals. In the second half of the year, students' SDL focuses on academic skills.
Panorama SEL & TNTP surveys are administered to assess school climate. Panorama surveys combine social-emotional learning, a multi-tiered system of support, response to intervention, school climate, and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and take immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and enhance social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys address and support educator and staff well-being and social-emotional capacity.

Professional Development

An essential component of Yu Ming Charter School's success is the robust professional learning opportunities provided to teachers, support staff and administrators, aligned to schoolwide initiatives, identified staff and student needs, and identified by our educational partners.

For the 2024-25 school year, professional development for educators is led by the Director of Academics and the Chief Academic Officer. All educators participate in robust evidence-based professional development starting with 4 days of intensive Summer Professional Development in preparation for the 2024-25 academic school year, an additional two non-instructional days, and biweekly during the academic year. Summer professional development focuses on data analysis, instructional planning and DEI. All new teachers participate in three additional days for New Staff orientation focused on learning the Yu Ming model, research-based instructional practices, PBIS, DEI and curriculum planning.

The areas of focus for professional development include:

- Core 3 Instructional Practices: Culture, Rigor, Data
- Amplify CKLA (Core Knowledge Lang Arts)
- DIBELS (English Assessment)
- CCSS ELA & Chinese Language Arts
- Chinese Skills Reading (Guided Reading)
- Graduate Profile
- Student Agency
- Student led conferences
- Graduate Defense
- Data Driven Instruction
- Culturally Responsive Teaching
- Anti-Bias Anti Racism
- Diversity, Equity and Inclusion
- Compass (SEL)
- Strong Start (SEL)
- Second Step (SEL)
- Student Behavior Management
- Standards-based Writing
- SBAC Interim & Summative
- Personalized & Differentiated Instruction
- Wilson Reading Program (SPED)
- RBT Supervision Training (SPED)
- Making Math Real (SPED)

All teachers receive ongoing instructional coaching from the Principals, Assistant Principals, Director of Academics, or Instructional coaches. Teachers have weekly/biweekly 20-minute observations and 45-minute feedback meetings with a coach.

Yu Ming has implemented targeted classroom walkthroughs focused on specific elements of our program (Strong Start Circle, intervention, SDL, Compass Circle) so that teachers can receive feedback and ensure alignment across classrooms, grade levels, and at each school site. Weekly walkthroughs take place in classrooms by a subset of coaches looking for evidence and growth for teachers in Core 3 practices (Culture, Rigor, Data). The weekly walkthroughs provide opportunities for coaches to align on teacher proficiency levels as they utilize our Coaching Educator's Rubric and Coaching dashboard more effectively so that teachers have a clearer understanding of how they are performing at all times using the rubric and areas of growth.

Not-yet-proficient teachers participate in monthly intensive practice labs to grow their proficiency in Core 3 Instructional Practices of Culture, Rigor, and Data.

To support teacher effectiveness and credential clearance, Yu Ming Charter School supports teacher induction expenses and teacher mentors.

The Assistant Principals at each campus supervise SGIs, providing feedback, coaching, and professional development to ensure alignment of expectations. Professional development for SGIs focuses on small group instruction, behavior management strategies, and supporting diverse learners.

Yu Ming Charter School provides ongoing coaching to Behavior intervention aides, with release time for coaching and professional development, led by a Board-Certified Behavioral Analyst (BCBA).

In addition to coaching, Yu Ming continues to evaluate all teachers, SGIs, and student support service providers using the Teacher Development and Evaluation System or a role-specific evaluation tool. Educators will set goals, reflect on their growth, and receive feedback from their supervisors at least twice during the year: mid-year and end-of-year.

Yu Ming continues to build capacity among its leadership team. New Principals and Assistant Principals participate in the Relay Graduate School of Education's Leverage Leadership Institute Workshops. The Chief Academic Officer, Director of Academics, Director of Student Support Services, and Director of Operations participate in conferences and workshops aligned to their responsibilities.

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13