

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

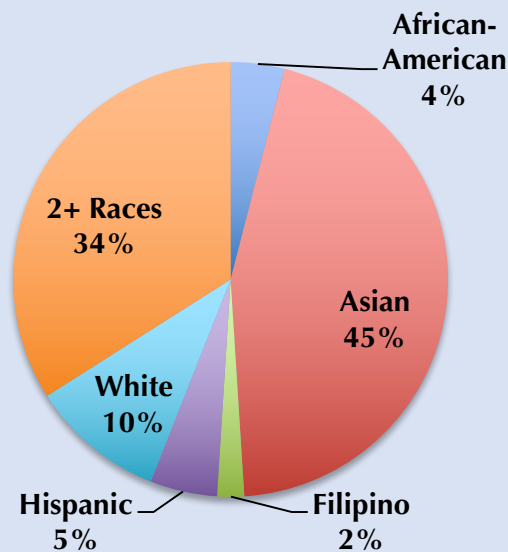
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|------------------------|--------------------------|-----------------|--|
| LEA Name | YU MING CHARTER SCHOOL | | |
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Yu-Ming Charter School is a direct-funded, dual-immersion charter school located in Oakland serving approximately 357 students in grades K-6, and is expanding annually by one grade level to serve grades K-8 by Fall 2018. Student demographics include: 7% Students with Disabilities, 9% are English Language Learners (ELL), and 9% who qualify for free/reduced lunch.



Yu Ming follows a full-immersion model of instruction. In Kindergarten to Grade 2, 90 percent of instruction is in Mandarin Chinese and 10 percent is in English. The mix changes to 70 percent Mandarin Chinese and 30 percent English in grades 3 and 4. Grades 5 and 6 have a 50-50 split in Mandarin Chinese and English. Students in grades 7 and 8 will have the option of maintaining the even split or changing to a

30/70 Mandarin Chinese/English mix.

Student-Driven Personalized Bilingual, Biliterate, and Bicultural Program

Lower School (Grades K–4) students at Yu Ming are continuously building background knowledge and oracy. In addition, Yu Ming is beginning to adapt the Reader’s and Writer’s Workshop model to implement a challenging and rigorous immersion-balanced literacy program in which students have numerous opportunities to demonstrate all three modes of communication: interpersonal, interpretive, and presentation. Yu Ming’s Kindergarten program focuses on oral proficiency within a developmentally appropriate early-literacy program. In both English and Chinese classrooms, the school has developed a leveled reading system supplemented by a leveled online reading platform. Yu Ming has also built a vertically articulated grade level writing system with a common framework to model writing, guide practice, and support all students. Yu Ming teachers use a range of instructional approaches, including explicit instruction, guided and independent practice, small-group instruction, technology integration, and one-on-one conferencing, to provide students multiple avenues for accessing, understanding, and applying new knowledge and skills.

Yu Ming’s Upper School (Grades 5–6) is featured as a Summit Base Camp school and is part of the Silicon Schools Fund portfolio of proof-point schools that demonstrate innovation in education and personalized learning. Our approach to personalized learning encourages students to actively participate in their education and to drive their own success. Students do this by setting goals and developing habits of success with support from daily advisories, mentors, and content teachers. Since 2016, Yu Ming has become an innovative project-based language immersion learning community.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year’s LCAP.

This school year Yu-Ming Charter School has focused on:

- Data-driven instruction and decision-making
- Immersion Balanced Literacy with a focus on oracy
- Developing a professional learning community
- Parent Engagement.

In addition, Yu-Ming has accomplished the following:

- Maintained an extensive waitlist of over 350 students
- Ranked among the highest performing schools in the area
- Shifted to an immersion balanced literacy instructional approach
- Provided students with a holistic educational program
- Engaged our teaching staff with extensive professional development.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Yu Ming Charter School is proud of the following accomplishments with regards to the state indicators:

- English Language Arts CAASPP Schoolwide earned a ranking of “blue,” on the LCFF/CA. Dashboard..
- Math CAASPP Schoolwide earned a ranking of “green,” on the LCFF/CA. Dashboard

Yu-Ming Charter School has begun to implement the Readers and Writers Workshop schoolwide. Students are assessed on an ongoing basis in ELA and math. For ELA, Yu Ming uses Fountas and Pinnell Reading assessments. Teachers identify students who struggle academically and differentiate instruction to meet the learning needs of their students. All teachers implement action plans post-interim assessments as part of the Cycle of Inquiry and Data driven instructional approach.

The RTI process that has been implemented schoolwide takes place when students are referred for academic and/or social-emotional issues. The RTI team comprised of the SPED Resources/Psychologist, Assistant Principal of Academics, and Chinese Program Coordinator. Currently, the Coordination of Services Team (COST) and SST take place on an ongoing basis. RTI occurs during our trimester Inquiry of Learning. The SST focuses on one child at a time.

Yu-Ming Charter School is proud of its performance on the following local performance indicators included in the LCFF Evaluation Rubrics for which it has earned a “Met.”

- Basic
- Implementation of Academic Standards
- Parent Engagement
- Local Climate Survey

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**GREATEST
NEEDS**

Yu Ming Charter School does not have any state or local performance indicators in the red/orange performance category.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**PERFORMANCE
GAPS**

Yu Ming Charter School does not have any state or local performance indicators two or more performance levels below the “all student” performance category.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Yu Ming Charter School will employ an EL Specialist and 2 Instructional Assistants to provide academic and social –emotional interventions and supports for unduplicated pupils (Goal 1, Action 3).

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$4,427,599

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$3,932,559

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.

\$2,919,583

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Goal 1

To provide an academically rigorous, common core aligned college preparatory program

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Students who are not meeting Math, English Language Arts (ELA), and Mandarin Language Arts (MLA) trimester benchmarks will be provided academic intervention and will show growth.
2. English Learners will increase their English language skills as measured by CELDT by increasing one or more levels on CELDT or meeting standards on SBAC ELA for students scoring 4 or 5 on CELDT.
3. Students at or above grade level in English reading – 80%.
4. Students meeting and exceeding standards on CAASPP Math and ELA assessments will increase by 3%.
5. EL reclassification rate increases each year.

ACTUAL

1. This is not a AMO but rather an action and service.
2. % EL who advanced by at least 1 Proficiency Level (CELDT):
 - 2015-16: 13%
 - 2016-17: 34%
3. 96% of students at/above grade level in English reading as measured by Fountas & Pinnell reading assessment.
4. CAASPP Student Performance:

| % OF STUDENTS MEETING/EXCEEDING STD (CAASPP) | | | |
|--|------|------|------|
| ELA | | MATH | |
| 2015 | 2016 | 2015 | 2016 |
| 76% | 79% | 88% | 83% |

5. 2016-17 Reclassification Rate: 31%

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

1. Hire Highly Qualified Teachers to meet the needs of all students.
2. Ensure every student has the necessary materials to be successful.
3. Continue to provide professional development for Common Core State Standards (CCSS) implementation specifically in Math, Collaboration, and Depth of Knowledge, a strong focus on literacy and numeracy (including implementation of California Assessment of Student of Student Performance and Progress (CAASPP), with particular focus on the school's diverse population of learners.
4. Teachers will receive training in Understanding by Design and begin to develop units of inquiry guided by Common Core standards and practices as well as ACTFL Mandarin Language development targets with embedded assessments and projects.
5. Teachers will develop and implement action plans after interim assessments are administered to support students not meeting local benchmarks indicating CCSS performance.
6. Teachers will identify students who are not meeting Math, ELA, and MLA Common Core standards and provide differentiated instruction for them.
7. Continue to provide teaching staff with one half-day

ACTUAL

1. Yu-Ming Charter School employs a total of 20 teachers that are appropriately credentialed and assigned.
2. All students have access to common core aligned curriculum. The following curriculum & instructional materials were purchased:
 - Chinese Language Arts
 - Writing Curriculum
 - Leveled books for Readers Workshop (both languages)
 - Phonics Program (K-2)
 - Foss Science Curriculum & Materials
 - Content Literature connected to Social Sciences
 - Math Manipulatives
 - Music & Instruments
 - Art Course: materials
 - PE Equipment
3. All teachers participated in the following Professional Development:
 - Readers/Writers Workshop
 - Oral language development
 - Interactive Read-alouds
 - Social language to academic language
 - Literacy based Chinese Language development

every week for whole school training and collaboration.

- GLAD Strategies
- Responsive Classroom
- Personalized Learning
- Differentiation
- Targeted Instruction
- Summit Platform
- Leveled Libraries
- PD on adopted curriculum
- Understanding by Design
- Data Driven Instruction
- Cycles of Inquiry
- Culturally Responsive Teaching (4-part series)
- Math: Number Talk
- American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines
- Yu Ming Immersion Model
- Parent Communication
- Standardized Testing and Preparation
- Understanding and Managing Challenging Behaviors

4. A Consultant was hired to train entire staff on PBL and UBD.
5. All teachers have implemented action plans post-interim assessments as part of the Cycle of Inquiry and Data driven instruction.
6. All teachers have identified student who struggle academically and differentiate instruction to meet the learning needs of their students.
7. All teachers were provided with Friday Professional Learning from 1:30pm-4pm; in addition to 90 minute PLC (grade level); and upper grade teachers were provided with 2 weeks of additional professional development (grades 5-6). In addition, all teachers received an addition 7-days of Professional Development (5 days prior to the start of the school year) for

| | | |
|------------------|---|---|
| | | 2016-17. |
| Expenditures | <p>BUDGETED</p> <p>\$1,174,995 (LCFF Base) Teachers Salaries (1100) \$260,188 (LCFF Base) Textbooks, Books, and Instructional Supplies (4000) \$12,885 (LCFF Base) Professional Development (5863) \$29,660 (LCFF Base) Instructional Consultants (5815)</p> | <p>ESTIMATED ACTUAL</p> <p>\$1,160,067 (LCFF Base) Teachers Salaries (1100) \$294,097 (LCFF Base) Textbooks, Books, and Instructional Supplies (4000 series minus food services and office supplies, other food) \$26,727 (LCFF Base) Professional Development (5863) \$38,044 (LCFF Base) Instructional Consultants (5815)</p> |
| Action | 2 | |
| Actions/Services | <p>PLANNED</p> <p>1. English Learner students who have not demonstrated adequate growth in English Language skills as measured by CELDT and/or school-wide Common Core aligned Reading and Writing assessments will be provided targeted support through regular small group instruction by a member of the English teaching team.</p> | <p>ACTUAL</p> <p>1. This school year, English Learners were provided with 30 minutes per week of designated ELD time in small group instruction, in addition to integrated ELD. In addition, ELs who struggle academically receive additional 1:1.</p> |
| Expenditures | <p>BUDGETED</p> <p>\$15,000 (LCFF Base) Teachers Salaries (1100)</p> | <p>ESTIMATED ACTUAL</p> <p>\$15,000 (LCFF Base) Teachers Salaries (1100)</p> |

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented with fidelity. The entire teaching staff received extensive professional development including 1-week during the summer, and throughout the school year during weekly PLC time and weekly professional learning. Yu-Ming Charter School has purchased significant standards-aligned curriculum to support student learning.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall impact of the extensive Professional Development provided to teachers and the curricular/instructional purchase has resulted in positive student academic outcomes as measured with CAASPP. The following is a comparison of 2015 to 2016 CAASPP Performance in ELA and mathematics:

| % OF STUDENTS MEETING/EXCEEDING STD (CAASPP) | | | |
|---|-------------|-------------|-------------|
| ELA | | MATH | |
| 2015 | 2016 | 2015 | 2016 |
| 76% | 79% | 88% | 83% |

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following is the material difference between Budgeted Expenditure and Estimated Actual Expenditures:

- Action 1: Estimated actuals exceeded budgeted expenditures for Professional Development, Instructional Consultants, and the purchase of standards-aligned curriculum.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected outcomes, actions and services will be revised to align to the school's mission, CDE requirements, and schoolwide plans.

Goal 2

To graduate students with bilingual and bi-literate skills in Mandarin Chinese

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. A strong proficiency-based, language target scope and sequence for all grade levels that adheres to 90-10 for dual immersion in K-2, 70-30 in grades 3-4, 50-50 in grades 5-6.
2. STAMP (Standards-based Measurement of Proficiency) 4Se for Grades 3-6 in Mandarin speaking, listening, reading, and writing – establish baseline for benchmarks.
3. Increase the percentage of Grade 3-6 students meeting end of year benchmarks for MLA.

ACTUAL

1. This is not an AMO, but rather an action/service.
2. 2016-17 STAMP results will serve as a baseline.
3. 2016-17 Benchmark results (gr 3-6) will serve as a baseline.

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

1. Provide collaboration opportunities for development of a strong proficiency-based, language

ACTUAL

1. All teachers are provided with professional development as outlined in Goal 1, Action 1 during common prep time.

target scope and sequence using common core standards, ACTFL guidelines, school-wide data, and dual immersion research.

2. Hire a Mandarin Curriculum Coordinator who will support teachers in designing curriculum and provide support to teachers in a variety of ways, including: selecting curricula materials to support Mandarin Language Development (MLD) targets and CCSS, facilitating teacher professional development and growth, provide instructional observation and coaching, and direct resources and support for differentiated Mandarin language intervention and extension.
3. Engage a Curriculum Development Consultant with expertise in Mandarin Immersion schools and programs to provide professional development and ongoing technical support in the development of inquiry-based and backwards designed thematic units with embedded assessment, Mandarin Language Development strategies, academic discourse and thinking routines, and opportunities for deeper learning and exploration.
4. Engage a part-time Mandarin-English bilingual Literacy Specialist to continue to develop our approach to Balanced Literacy instruction integrating Mandarin Language Development (MLD) goals including vertically and horizontally aligned reading and writing assessments, classroom leveled libraries with high-interest fiction and non-fiction texts, and developing proficient and powerful readers and writers.
5. Employ Teaching Assistants and Teaching Interns to provide additional personalized instruction and differentiated support through small group instruction and intervention supports.
6. Administer the ACTFL aligned STAMP (Standards Based Measurement of Proficiency) 4Se Assessment to provide norm-referenced measurement of student

2. A Mandarin Curriculum Coordinator was hired to coordinate all mandarin curriculum and assessment, provide coaching to all teachers, observe classroom instruction and provide feedback.
3. Curriculum Development Consultant (See Goal 1, Action 1) with expertise in Mandarin Immersion schools and programs was contracted to provide professional development and ongoing technical support in the development of inquiry-based and backwards designed thematic units with embedded assessment, Mandarin Language Development strategies, academic discourse, and opportunities for deeper learning and exploration.
4. Mandarin-English Bilingual Literacy Specialist provided professional development. The Mandarin Curriculum Coordinator (Chinese Curriculum Coordinator) has taken on these tasks.
5. As part of the Mandarin/English immersion program Yu Ming employs 6 Teaching Interns from Taiwan (one year rotation); 1 Chinese Teaching Assistant; 1 Chinese Resource Teacher, 2 English Teaching Assistants who are placed in classrooms.
6. The STAMP assessment was administered in grades 3-6. The Leadership Team will assess whether to continue with the STAMP assessment for the 2017-18 school year.

Expenditures

Mandarin language skills (Reading, Writing, Listening, Speaking) from Grade 3 and up.

BUDGETED
 \$162,000 (LCFF Base)
 1 FTE Mandarin Curriculum Coordinator, Curriculum Development Consultant, .10 FTE Literacy Specialist, .5 Personalized Learning Specialist, 1 FTE Teaching Assistant, 6 FTE Teaching Interns (1100, 2100, 5815)
 \$4,000 (LCFF Base) STAMP 4Se (5878)

ESTIMATED ACTUAL
 \$128,109 (LCFF Base) 1 FTE Mandarin Curriculum Coordinator, Curriculum Development Consultant, 1 FTE Teaching Assistant, 6 FTE Teaching Interns (1100, 2100, 5815, 5899)
 \$3835 (LCFF Base) STAMP 4Se (5878)

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented with fidelity and were found to be highly effective. However a Bilingual Literacy Specialist was hired but then had to fill a vacant teaching position.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Yu-Ming Charter School exudes a Culture of High Expectations for all. Approximately, 95% of teachers participated in the teacher survey. Findings are as follows:

- 95% agreed, “My co-workers are committed to doing quality work.”
- 90% agreed “My supervisor, or someone at work, seems to care about me as a person.”
- 80% agreed “I know what is expected of me at work.”

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following is the material difference between Budgeted Expenditure and Estimated Actual Expenditures:

- Action 1: The Budgeted Expenditure exceeded the Estimated Actual for salaries because the Literacy Specialist position was shifted to fill a classroom teacher vacancy.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected outcomes, actions and services will be revised to align to the school's mission, CDE requirements, and schoolwide plans.

Goal 3

To graduate community minded, diligent and independent learners with intellectual curiosity and a growth mindset

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Students in Grades K-6 that engage in a Self Directed Learning Cycle and lead a Student-Led Conference – 100%.
2. Students in Grades 5 and above that will be assessed on a Cognitive Skills Rubric – 100%.
3. Students in Grades 5 and above that will self-assess and be assessed by their Advisory mentor on Habits of Success (non-cognitive skills) - 100%.
4. Students on track for Cognitive Skills – establish Baseline.
5. Students on track for non-cognitive Habits of Success – establish Baseline.

ACTUAL

1. This is not an AMO but rather an Action.
2. This is not an AMO, but rather an Action. However, all grade 5 students were assessed.
3. This is not an AMO.
4. This is not an AMO.
5. This is not an AMO.

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

1. Grade 5-6 teachers will participate in the Summit Basecamp program and receive training and coaching in implementing the Personalized Learning Plan (PLP) and the four learning dimensions that produce graduates that are “inquisitive thinkers and diligent learners.” Cognitive Skills, Content Knowledge, and habits of Success (non cognitive skills) and Expeditions or Project-based Learning.
2. Begin to assess and track growth in Grade 5-6 student’ proficiency in the non-cognitive Habits of Success (Self-Awareness, Self-Management, Social Awareness, Interpersonal Skills, Decision-making Skills, and Responsible Behaviors).
3. Determine a suitable assessment tool for measuring the growth of non-cognitive skills of Grade K-4 students and implement Responsive Classroom and Toolbox to teach and practice social emotional skills with students.
4. Create the systems and provide professional development to teachers for promoting greater student agency through the Self-Directed Learning Cycle: goal setting, action planning towards goal(s), learning and required knowledge, showing what you know, and reflecting.
5. Begin to build Project Based Learning Units of Inquiry with built in assessments that integrate Social Studies with ELA and MLA at every grade level. Units will incorporate hands-on or project based learning and the arts utilizing high-interest, non-fiction, and digital materials for use in MLA and ELA.

ACTUAL

1. A total of 3 teachers, and 2 Administrators participated in The Summit Base Camp (Summer 2016). One week for teachers; 2 weeks for Administrators. In addition, 4 teachers who were advisors to Grade 5-6 students received onsite training. During the year, 4 teachers and 1 administrator participated in Summit Regional Convening, which occurred 3 times.
2. All grade 5-6 advisors have assessed student’s proficiency in the non-cognitive habits of Success (Self-Awareness, Self-Management, Social Awareness, Interpersonal Skills, Decision-making Skills, and Responsible Behaviors).
3. This action and service has not taken place.
4. Teachers received Professional Development for promoting greater student agency through the Self-Directed Learning Cycle: goal setting, action planning towards goal(s), learning and required knowledge, showing what you know, and reflecting. That took place during Professional Development and in grade level PLCs.
5. During Professional Development and in grade level PLCs teachers learned how to build Project Based Learning Units of Inquiry with built in assessments that integrate Social Studies with ELA and MLA at every grade level. Units incorporated hands-on or project based learning and the arts utilizing high-interest, non-fiction, and digital materials for use in MLA and ELA.

Expenditures

| BUDGETED \$4,000 (LCFF Supplemental) Teacher Stipends (1101) \$29,660 (LCFF Supplemental) Instructional Consultant (5815) | ESTIMATED ACTUAL \$19350 (LCFF Supplemental), Teacher Stipends (1101) \$7408 (LCFF Supplemental), Instructional Consultant (5815) |
|--|--|

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Most actions and services were implemented with fidelity. Teachers who participated in Basecamp received training and coaching on implementing Personalized Learning Plans (PLP). Professional Development this year also focused on developing PBL units of Inquiry that included assessments.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

There is a need to continue Professional Development to support teacher’s learning as reported by teachers in survey results.

- 40% agree, “I have the materials and equipment to do my work right.”
- 55% agree, “There is someone at work who encourages my development.”

The following question was asked: How can your supervisor or coach encourage your development?

Responses were as follows:

- More Professional Learning Opportunities
- Provide a school resource library for teachers

- In-house substitutes
- More Implementation Support

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following is the material difference between Budgeted Expenditure and Estimated Actual Expenditures:

- Action 1: Teacher stipends exceeded budgeted expenditures; Costs for Instructional Consultant was significantly less than budgeted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected outcomes, actions and services will be revised to align to the school's mission, CDE requirements, and schoolwide plans.

Goal 4

For every student and member of staff to reach their full potential through providing a broad course of study and equal access to programs and services

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Teachers employed at the school that possess or are working towards a full and cleared CA credential – 100%
2. Every student has access to standards aligned instructional materials in the core subjects and MLA – 100%
3. Student engagement and school climate survey as measured through an overall favorable response rate on the survey – establish baseline
4. Suspension/expulsion rates and/or rate of disciplinary incidents decrease

ACTUAL

1. 76% of teachers are appropriately credentialed and assigned.
2. 100% of students have access to common core aligned materials.
3. Student climate survey was administered.
4. Suspension Rates:
 - 2015-16: 1%
 - 2016-17: 0.3%

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

1. Maintain an in-house team addressing Response to Intervention (RTI), special education and student health services.

ACTUAL

1. RTI process takes place when students are referred for academic and/or social-emotional issues. The RTI team is comprised of the SPED Resources/Psychologist, Assistant Principal of Academics, and Chinese Program Coordinator.

2. Adopt a comprehensive tiered response to intervention (RTI) process with clearly identified supports at each level from documents to staffing support. Increase opportunities for all teachers and classified staff to learn and utilize universal Tier 1/RTI strategies to create a proactive method of addressing behavioral challenges and differentiated learner supports. Continue to implement Coordination of Services Team (COST) and a Student Success Team (SST) process.

3. Implement positive school and classroom culture building activities and learning experiences through restorative practices such as Responsive Classroom professional development, Toolbox, mindfulness, community meetings, Habits of Success curriculum, and in Grades 5-6 mentorship and advisories.

4. Continue to develop positive playground and school culture by providing training for all staff on yard supervision to align with and promote restorative and Responsive Classroom practices and to maximize student enjoyment and safety at recess. Engage Playworks to establish positive playground culture and coaching for all staff.

5. Continue equity and inclusion coaching for school leadership, school staff, and parent leadership.

6. Acquire, develop, and retain classroom teachers, certificated support personnel (i.e. develop talent recruitment materials. Identify potential partner universities to develop a pipeline of hard to staff teachers including interns and student teachers (i.e.

2. This process will be further developed in the 2017-18 school year. Currently, COST and SST take place on an ongoing basis. RTI occurs during our trimester Inquiry of Learning. The SST focuses on one child at a time.

3. Grades K-1 teachers received training in Mindfulness. Responsive Classroom training was provided during PD to all teachers. 4 teachers went to off site Responsive Classroom workshop. Advisors for Grades 5-6 students taught Habits of Success and Toolbox lessons 3 times a week, as well as provided 1-on-1 mentoring weekly. All Yu Ming students participated in weekly community meetings.

4. Playworks is a non-profit organization that helps schools develop a positive school culture in the Playground. Playworks coached our PE teacher and recess team. This has resulted in a positive environment; where students learn skills that include conflict resolution, positive cooperative place. This has resulted in a reduction of behavioral referrals from the playground.

5. Equity Design Strategy Group (comprised of various stakeholders) met 6 times this year to develop action pillars. The Parent Equity Circle, met to discuss equity and inclusion and what that looks like. These actions have resulted in a schoolwide Equity statement, action pillars, and a set of norms.

6. Yu-Ming Charter School is working towards developing partnerships with universities to enhance its school's program and staffing, in order to create a pipeline of future teachers.

7. Currently, Yu-Ming Charter School has 3 teachers enrolled in the BTSA Program. The school pays for the BTSA Coach.

8. Yu-Ming Charter School employs a full-time janitor during the school day; and contracts janitorial services after-hours.

9. The Operations Coordinator has revised the Comprehensive School Safety Plan. Yu-Ming Charter School administrators

Mandarin fluent).

7. Develop instructional capacity through differentiated professional development, participation in the Beginning Teacher Support and Assessment (BTSA) program, on-going professional learning structures such as weekly Friday afternoon PD, and Professional Learning Communities (PLC).

8. Maintain an attractive, clean, and well-maintained school.

9. Annually review and update the School Safety and Emergency Response Plan. Review, monitor, and update equipment and tools. Provide training and updates to ensure well-trained and informed staff.

monthly schoolwide drills. Annually, the entire staff has been trained on the contents of the School Safety Plan.

BUDGETED

\$195,300 (LCFF Base) Salaries (1,000, 2103)
 \$13,000 (LCFF Base) Toolbox Curriculum (4100)
 \$19,000 (LCFF Base) Playworks (5822)
 \$10,000 (LCFF Supplemental) National Equity Project (5864)

ESTIMATED ACTUAL

\$255,222 (LCFF Base) Salaries (1,000, 2103)
 \$8788 (LCFF Base) Toolbox Curriculum (4100)
 \$19,000 (LCFF Base) Playworks (5822)
 \$4,687 (LCFF Supplemental) Equity Consultant (5864)

Expenditures

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented with fidelity and were effective. This school year the Playworks organization assisted Yu Ming Charter School in developing a positive school culture in the Playground. Playworks provided training for the Physical Education teacher and recess team. This resulted in a positive school environment; where students learn skills that include conflict resolution, positive cooperative place. This has resulted in a reduction of behavioral referrals from

the playground.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As a result of the training Playworks training and implementation of Mindfulness, Yu Ming Charter School has a Suspension Rate of 0.3%; and Expulsion Rate of 0% and Attendance Rate of 97.3%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following is the material difference between Budgeted Expenditure and Estimated Actual Expenditures:

- Action 1: Teacher Salaries exceeded budgeted expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected outcomes, actions and services will be revised to align to the school's mission, CDE requirements, and schoolwide plans.

Goal 5

To have a highly engaged parent, student and staff population fully invested in the school community and academic program who feel connected

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Parents/Families participating in a family meeting/conference with student's teacher (K-G4) or mentor (G5-G6) – 95%
2. Student attendance rates will maintain a 95% or above ADA average.
3. Parents completing the annual survey – 50%

ACTUAL

1. Outcome met. 95% of parents
2. 2015-16: 97.6%
2016-17: 97.3%
3. Parent Survey: 91% Participation Rate.

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

1. Continue to strengthen parent engagement structures through the development of the YMCS parent organization, Family Support Organization (FSO), with an organized and accessible leadership structure, clear and well-noticed meeting schedule,

ACTUAL

1. A Family Support Organization (FSO) is comprised of 2 Co-Chairs, 10 Committee Heads, regularly held monthly meetings. Parent learning opportunities.
2. The following events took place:
 - Back to School Night

and frequent engagement opportunities

2. YMCS in partnership with the FSO will host various parent events focused on supporting their students as well as fostering relationships among the community. These include Back to School Night, the Night Market, Parent Education workshops, Celebrations of Learning, Town Hall Meetings, and Performances.

3. Develop and provide support and resources (i.e. print, video, online/on-demand, etc.) responsive to the needs of parents and families, and supportive neighborhood for parents to support student learning on relevant topics such as Common Core and other new content standards.

4. Maintain consistent, varied and effective communication systems:

- Parent email blasts to whole grades or the whole school for immediate communication needs
- Weekly parent newsletter “Yu Ming This Week” so that parents are informed about the YMCS student experience, school news, educational topics, and upcoming activities.
- Parent Portal and Google Classroom pages to store important school and class documents and information.
- YMCS Facebook account to create an online community of parents to share and interact with each other.
- Annual Family Survey to generate feedback on how families and students experience YMCS.

- Night Market
- Parent Education workshops
- Celebrations of Learning of project based learning units
- FSO General Meetings (every other month)
- Music Performances such as Winter Fest, Chinese Lunar Year Celebration and Spring Concert, and Trailblazers
- Changemaker Exhibits
- Outgrown Uniforms Giveaway
- Yu Ming Roller Disco Party
- Spruce Up Day
- Field Day
- Teacher and Staff Appreciation Week
- Screenager Movie Screening
- CIRQUE du Yu Ming – Annual Auction and Benefit
- Homework Hotline
- Mandarin Bingo Night
- Family Code Night
- Book Fair and Polar Express Storytime
- Q&A Session on Summer Camp
- IEP Team Communications Webinar
- Yu Ming Family Meetups
- East Bay Mini Maker Faire
- Fall Giving Campaign
- Back-to-School Potluck Picnic
- Promote Traffic and Crosswalk Safety
- Shoo the Flu
- School Garden Development

3. See Parent Education Workshop (Action #2). Adaptive technology platforms (online Chinese/English Leveled Program) are provided to non-native Chinese speaking households whose parents request support in the language and to assist their child with their coursework.

4. Yu-Ming Charter School uses the following methods to communicate with parents:

| | | |
|------------------|---|--|
| | | <ul style="list-style-type: none"> • Parent email blasts to whole grades or the whole school for immediate communication needs • Weekly parent newsletter “Yu Ming This Week” so that parents are informed about the YMCS student experience, school news, educational topics, and upcoming activities. • Parent Portal and Google Classroom pages to store important school and class documents and information. • YMCS Facebook account to create an online community of parents to share and interact with each other. • Annual Family Survey to generate feedback on how families and students experience YMCS. |
| Expenditures | <p>BUDGETED \$5,000 (LCFF Base) FSO budget for items such as childcare for parent meetings, materials, printing (5899)</p> | <p>ESTIMATED ACTUAL \$3,877 (LCFF Base) FSO budget for items such as childcare for parent meetings, materials, food, printing (4330, 4430, 4720, 5854, 5899)</p> |
| Action | <h2>2</h2> | |
| Actions/Services | <p>PLANNED 1. Employ a part-time Family Support Liaison who would serve as a resource for existing and new Yu Ming families of low-income and EL and RFEP students so that they are provided the support needed to ensure equitable access to thrive in the full Yu Ming curriculum and program.</p> | <p>ACTUAL A part-time family support liaison was hired to specifically support low-income, at-risk families with information and resources available at the school, in addition to methods on how to, how to access home support curriculum and resources, including programs that provide these families with access to free-computers and reduced-price Wi-Fi at home.</p> |
| Expenditures | <p>BUDGETED \$10,000 (LCFF Base) .25 FTE Family Support Liaison (1100, 2100, 5815)</p> | <p>ESTIMATED ACTUAL \$10,000 (LCFF Base) .25 FTE Family Support Liaison (1100, 2100, 5815)</p> |

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented with fidelity and were highly effective in accomplishing the goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

A parent survey was administered and 91% of parents participated. Findings are as follows:

- 65% of parent respondents stated their children enjoy Yu-Ming Charter School
- 78% of families believe teachers respect their children
- 65% of families believe that Yu-Ming’s method for evaluating students is fair
- 76% of Asian students and 68% of mixed-race students report feeling quite a bit or tremendous belonging at Yu Ming
- 79% of Asian students and 71% of mixed-race students feel that Yu Ming is a good fit, given their child’s cultural background

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected outcomes, actions and services will be revised to align to the school’s mission, CDE requirements, and schoolwide plans.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Executive Director consulted with all stakeholders in the LCAP annual review and analysis in the following list of meetings this school year:

- Family Support Organization Council Meetings (Oct. 25, Nov. 9, Dec 13, March 28)
- Family Support Council: Bi-monthly meetings
- Coffee with the Principal: 6
- Back-to-School Night
- Teachers during Professional Development
- Staff during staff meetings weekly including Friday Professional Learning
- Students: during Morning Meetings (ES); and Advisory (MS)
- Board Meetings: Monthly
- Surveys: Teachers, Parents and Students

Board Approval will be on June 22, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Based on the consultations this school year, the following is the impact that will occur in the upcoming school year:

- Provide additional Professional Development for teachers to improve instruction
- Continue to outreach to families within the community to maintain a diverse educational program reflective of the community
- Continue to implement RTI; Responsive Classroom, Habits of Success, and Restorative Justice

Goals, Actions, & Services

Strategic Planning Details and Accountability

New

Modified

Unchanged

Goal 1

Continue to develop an infrastructure for ongoing analysis of multiple forms of data including student demographic and achievement data in order to: inform instructional decisions; tailor research-based intervention programs; further develop the RTI/SST (MTSS) to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources; and develop clear policies and protocols that support the school's mission and goals (aligns with WASC Action Plan 1-4, 6, 7-8)

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

There is a need to implement the use of multiple types of data to identify students for academic and/or social-emotional support, interventions, and monitor student progress on an ongoing basis.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|------------|----------|----------|----------|
| Maintain CAASPP ELA distance from Level (DFL) 3 Scale Scores: | +74 DFL3 | +15 DFL3 | +15 DFL3 | +15 DFL3 |
| Maintain CAASPP Math distance from Level (DFL) 3 Scale Scores: | +69.5 DFL3 | +15 DFL3 | +15 DFL3 | +15 DFL3 |
| Increase attendance rates: | 97.3% | >96% | >96% | >96% |
| Decrease Chronic Absenteeism rates: (1% decline annually) | 4.4% | 4% | 3.5% | 3% |
| Maintain Middle School Dropout Rates: | NA | NA | Baseline | <1% |

| | | | | |
|--|-----------|----------|---------------|---------------|
| % of students access broad course of study: | 100% | 100% | 100% | 100% |
| Decrease % of Grade 5 students “at-risk HFZ” annually: Aerobic Capacity/Body Composition | 2.2%/6.6% | 0%/2.6% | 0%/0% | 0%/0% |
| Decrease % of Grade 7 students “at-risk HFZ” annually: | NA | Baseline | Establish AMO | Establish AMO |

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]_____

Location(s) All schools Specific Schools:_____ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools:_____ Specific Grade spans:_____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <p><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></p> <p>Yu Ming Charter School will employ the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.</p> <ol style="list-style-type: none"> 22 Classroom Teachers that are appropriately credentialed and assigned. 3 Enrichment Instructors: Art, Music, PE 8 Instructional Assistants | | |

4. Leadership Team: in charge of meeting weekly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to:
 - Head of School
 - Director of Upper School: Principal of Grades 5-7
 - Director of Lower School: Principal of Grades K-4
 - Director Student Support Services: SPED, MTSS, Data Management

5. Classified staff: cover both school sites
 - Business Manager: HR, CALPADS, Attendance, etc.
 - Operations Coordinator: Enrollment, Registration
 - Health Services Coordinator
 - After School Program Coordinator
 - Family Liaison
 - Janitorial Staff: 1 FTE
 - Lunch/playground Supervision staff (2)
 - After School Coordinator

6. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP:
 - 1 Educational Specialist
 - 1 Instructional Assistant
 - 1 Psychologist
 - 1 Speech Pathologist
 - 1 Occupational Therapist (contracted)
 - 2 School Counselor (contracted)

[BUDGETED EXPENDITURES](#)

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | 1. \$1,317,868 2. \$124,500 3. \$339,645 4. \$423,411 5. \$280,159 Total Benefits \$504,365 | Amount 1. \$1,458,908 2. \$130,000 3. \$353,730 4. \$536,347 5. \$340,676 Total Benefits \$591,247 | Amount 1. 1,570,564 2. \$140,000 3. \$414,679 4. \$592,801 5. \$369,799 Total Benefits \$715,149 |
| Source | LCFF Base | Source LCFF Base | Source LCFF Base |
| Budget Reference | 1. 1100, 1103 2. 1100 3. 1300 4. 2100 (except 2103) 5. 1148, 1300, 2103 Total Benefits 3000 | Budget Reference 1. 1100, 1103 2. 1100 3. 1300 4. 2100 (except 2103) 5. 1148, 1300, 2103 Total Benefits 3000 | Budget Reference 1. 1100, 1103 2. 1100 3. 1300 4. 2100 (except 2103) 5. 1148, 1300, 2103 Total Benefits 3000 |

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

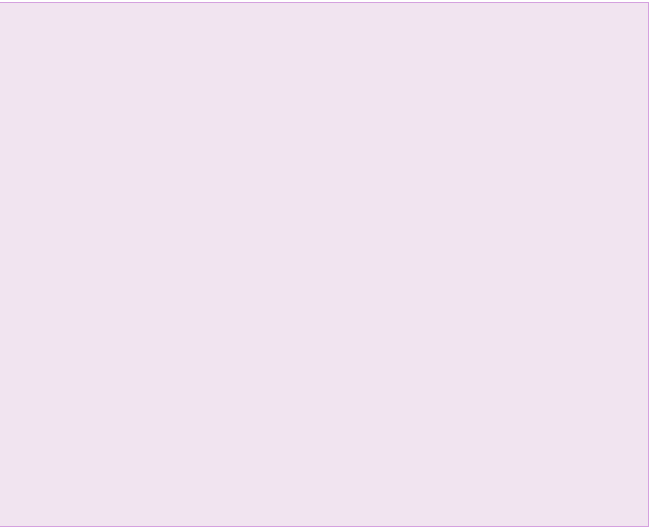
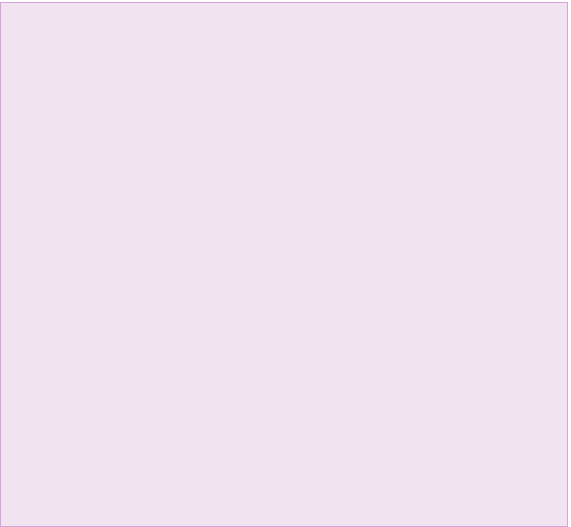
| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |

ASSESSMENTS

1. Yu Ming Charter School staff will implement multiple types of assessments in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- NWEA MAP ELA & MATH: Grades 5-7
- ELA Fountas & Pinnell (Reading): Grades K-7
- CLA Leveled Chinese (Reading): Grades K-7
- CLA Listening, Speaking, Reading (Early Language Listening & Oral proficiency (ELLOPA): Grades K-2
- CLA Listening, Speaking, Reading STAMP

- 4Se: Grades 3-7
 - Spring Presentation of Learning: Grades K-7
 - Learning Headquarter writing assessment in Chinese and English: Grades K-7
2. In addition, Yu Ming Charter School students will also participate in the following state-mandated assessments:
- CAASPP ELA & Math: Grades 3-7
 - CELDT: Initial only
 - ELPAC: ELL students only
 - CA Science Test (CAST): Grades 5
 - Physical Fitness Test (PFT): Grades 5,7



BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|-----------|------------------|-----------|------------------|-----------|
| Amount | 15,000 | Amount | 15,450 | Amount | 15,914 |
| Source | LCFF Base | Source | LCFF Base | Source | LCFF Base |
| Budget Reference | 5878 | Budget Reference | 5878 | Budget Reference | 5878 |

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <p><u>ACADEMIC & SOCIAL EMOTIONAL INTERVENTIONS & SUPPORT</u></p> <p>Yu Ming Charter School will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. Yu Ming Charter School Director of Student Support Services will be designing and formalizing the MTSS Process. Plans to modify existing data cycles from 3 times/year to 4 times/year; in order to provide targeted academic and social interventions and support. MTSS Process will be initiated in Fall 2017, combining SST and RTI into this formalized program.</p> | | |

- The **EL Coordinator** and **2 Instructional Assistants** will assist classroom teachers in providing academic intervention and supports for unduplicated pupils.

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|------------|------------------|------------|------------------|------------|
| Amount | \$112,500 | Amount | \$137,680 | Amount | \$159,300 |
| Source | LCFF S&C | Source | LCFF S&C | Source | LCFF S&C |
| Budget Reference | 2100, 5814 | Budget Reference | 2100, 5814 | Budget Reference | 2100, 5814 |

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <p><u>STRATEGIC PLANNING</u></p> <p>1. Leadership team will collaborate with Governing Board and stakeholders in developing a schoolwide action plan that is data-driven, with benchmarks dates that is reported and revised annually.</p> <p>2. Leadership Team will address monthly growth targets/benchmarks outlined in the Action Plan.</p> | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|------------|------------|------------|
| Amount \$0 | Amount \$0 | Amount \$0 |

Source

Staff Salaries, See Goal 1 Action 1

Budget
Reference

Staff Salaries, See Goal 1 Action 1

Source

Staff Salaries, See Goal 1
Action 1

Budget
Reference

Staff Salaries, See Goal 1
Action 1

Source

Staff Salaries, See Goal 1 Action 1

Budget
Reference

Staff Salaries, See Goal 1 Action 1

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|---------------------------------------|---|---|--|
| Students to be Served | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| Location(s) | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|---------------------------------------|--|--|--|
| Students to be Served | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| Scope of Services | <input type="checkbox"/> LEA-wide Group(s) | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student |
| Location(s) | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <p><u>FACILITIES</u> The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program:</p> <ol style="list-style-type: none"> 1. Annual facility leasing cost for both school sites. 2. Costs for facility upgrades and/or expansion, maintenance/repairs. 3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required. | | |

4. Costs for facilities consultant to project manage paths for facility expansion; and acquiring facility sites.

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|------------------------------|------------------|------------------------------|------------------|------------------------------|
| Amount | \$529,785 | Amount | \$604,817 | Amount | \$633,668 |
| Source | LCFF Base | Source | LCFF Base | Source | LCFF Base |
| Budget Reference | 5500, 5610, 5615, 5821, 5910 | Budget Reference | 5500, 5610, 5615, 5821, 5910 | Budget Reference | 5500, 5610, 5615, 5821, 5910 |

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <p><u>COURSE ACCESS:</u> In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study beyond core subjects to include:</p> <ul style="list-style-type: none"> ES: Visual & Performing Arts, Choral & Instrumental Music MS/US: Drama (Chinese); Design Lab (English/Chinese); PE, Journalism (Chinese); Chinese History and Geography (Chinese); Spanish, Musical Instruments, Yearbook, Coding, Art, Student Life Inquiry, and Spanish. | | |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|-------------------------------------|------------------|-------------------------------------|------------------|-------------------------------------|
| Amount | \$0 | Amount | \$0 | Amount | \$0 |
| Source | Staff Salaries, See Goal 1 Action 1 | Source | Staff Salaries, See Goal 1 Action 1 | Source | Staff Salaries, See Goal 1 Action 1 |
| Budget Reference | Staff Salaries, See Goal 1 Action 1 | Budget Reference | Staff Salaries, See Goal 1 Action 1 | Budget Reference | Staff Salaries, See Goal 1 Action 1 |

New

Modified

Unchanged

Goal 2

Provide all students with high quality instruction, a rigorous standards-aligned curriculum in a 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. (WASC Action Plan # 5, 7; Charter Petition Goals 1-4)

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

There is a need to develop a comprehensive Professional Development plan that will result in improved instructional strategies across all classrooms in order to improve student outcomes and close the achievement gap.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|----------|---------|----------|---------------|
| % of students with access to standards-aligned instructional materials: | 100% | 100% | 100% | 100% |
| % of teachers that will implement state standards for all students including EL access to CCSS & ELD. | 100% | 100% | 100% | 100% |
| % of teachers who are appropriately credentialed and assigned. | 100% | 100% | 100% | 100% |
| Increase % of EL who progress in English Proficiency (CELDT) < 5yrs: | 69% | >60% | Baseline | Establish AMO |
| Increase % of EL who progress in English Proficiency (CELDT) 5yr+: | 3% | 6% | Baseline | Establish AMO |
| Increase English Learner reclassification rate: | 31% | 35% | Baseline | Establish AMO |

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|---|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)]_____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools:_____ | <input type="checkbox"/> Specific Grade spans:_____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|--|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide Group(s) | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools:_____ | <input type="checkbox"/> Specific Grade spans:_____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:</p> <ul style="list-style-type: none"> • CCSS ELA, Chinese Language Arts (CLA) • Immersion Balanced Literacy • Project-based Learning (PBL) | | |

- Data Cycles of inquiry
- MTSS
- Diversity & Inclusion
- Social-emotional Learning
- Personalized and Differentiated Instruction

2. Professional development for all teachers will take place during the academic year, as follows:

- 5 Days of Pre-Service Staff Development (i.e. Team building, Positive classroom and school culture, Immersion Balanced Literacy)
- 1 Non-instructional day for Staff Development (i.e. Understanding by Design and Project Based Learning, Culturally Responsive Teaching)
- Weekly Friday Afternoon (1:30-4:00pm) Staff Development (i.e. Oracy, Readers and Writers Workshop, Curriculum Mapping, Data Cycles of Inquiry, PBIS)
- Lower School Weekly (90 mins) Grade Level Professional Learning Communities (i.e. Data Cycles of Inquiry, Summit Learning Units, Data-Driven Instructional Planning, RTI)
- Upper School Daily Common Planning (30-60 mins) Time (i.e. Developing Units of Inquiry, Assessment, Effective Mentorship and Advisory, RTI)

3. Members of our teaching staff and/or Leadership team plan to attend in the following conferences:

- Responsive Classroom
- Learning Headquarters
- National Chinese Language Conference
- CA. Charter Schools Conference
- Summit Basecamp Training
- Relay GSE Leverage Leadership

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|------------------------|------------------|------------------------|------------------|------------------------|
| Amount | \$43,046 | Amount | \$46,025 | Amount | \$51,020 |
| Source | LCFF Base | Source | LCFF Base | Source | LCFF Base |
| Budget Reference | 5200, 5300, 5863, 5864 | Budget Reference | 5200, 5300, 5863, 5864 | Budget Reference | 5200, 5300, 5863, 5864 |

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |

ELD PROGRAM
 Yu Ming Charter School will review and revise its EL Master Plan to align with the CDE’s recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school’s CELDT Coordinator (Credentialed teachers) will administer the CELDT, and ELPAC. The principal and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math using Learning Headquarters Writing

Assessments, Fountas & Pinnell, Raz Kids.

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|-------------------------------------|------------------|-------------------------------------|------------------|-------------------------------------|
| Amount | \$0 | Amount | \$0 | Amount | \$0 |
| Source | Staff Salaries, See Goal 1 Action 1 | Source | Staff Salaries, See Goal 1 Action 1 | Source | Staff Salaries, See Goal 1 Action 1 |
| Budget Reference | Staff Salaries, See Goal 1 Action 1 | Budget Reference | Staff Salaries, See Goal 1 Action 1 | Budget Reference | Staff Salaries, See Goal 1 Action 1 |

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |

CURRICULUM
 Every student has access to standards-aligned curriculum. Yu Ming Charter School will purchase the following additional standards-aligned curriculum and/or supplemental instructional materials and subscriptions:

- Level Chinese (subscription)
- Joy Reader (subscription)
- Better Immersion Curriculum
- Chinese Leveled texts
- Fountas & Pinnell Leveled Literacy Intervention Programs
- English Leveled texts

- English Non-fiction texts
- English classroom literature books
- Flocabulary (subscription)
- Brain Pop (subscription)
- Headsprout: Reading/Phonics (subscription)
- Raz Kids (subscription)
- English Phonics Hero (subscription)
- Amplify Science Curriculum
- Science Lab Materials
- Zearn Math (subscription)



BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|--|------------------|--|------------------|--|
| Amount | \$96,856 | Amount | \$96,856 | Amount | \$96,856 |
| Source | LCFF Base | Source | LCFF Base | Source | LCFF Base |
| Budget Reference | 4100, 4320, 4325, 4326, 4335, 4346, 4410, 4420 | Budget Reference | 4100, 4320, 4325, 4326, 4335, 4346, 4410, 4420 | Budget Reference | 4100, 4320, 4325, 4326, 4335, 4346, 4410, 4420 |

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide Group(s) | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |

TECHNOLOGY
 In order to provide all students with access to digital media, our school will implement the following:

1. Purchase the following devices: Chromebooks, replacement technology
2. The Head of School will also develop an annual needs assessment for future purchases and upgrades.
3. Will contract IT services for installation, and tech support or employ a PT Technology Specialist.

| | | |
|--|--|--|
| | | |
|--|--|--|

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|---------------------------|------------------|---------------------------|------------------|---------------------------|
| Amount | \$40,300 | Amount | \$40,300 | Amount | \$40,300 |
| Source | LCFF Base, Local Revenues | Source | LCFF Base, Local Revenues | Source | LCFF Base, Local Revenues |
| Budget Reference | 2000, 4420, 5887 | Budget Reference | 2000, 4420, 5887 | Budget Reference | 2000, 4420, 5887 |

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|---------------------------------------|---|---|--|
| Students to be Served | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| Location(s) | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|---------------------------------------|--|--|--|
| Students to be Served | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| Scope of Services | <input type="checkbox"/> LEA-wide Group(s) | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student |
| Location(s) | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <p><u>STUDENT ENGAGEMENT</u> In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <p>The Lower (Elementary) School (Grades K-5) will provide:</p> <ol style="list-style-type: none"> 1. Elementary School (LS/ES) will have access to the after-school enrichment programs: Chess, Chinese Go, Spanish, Hands-on Science, Outdoor education, robotics, and abacus. 2. ES Students will participate in at least 2 field trips during the school year. | | |

3. ES Students will perform in at least 3 Music Concerts and Art Shows.

The Upper (Middle) School (Grades-6-7) will provide:

1. Middle School (MS) students will develop their personalized Bilingual Portfolio and oral portfolio as part of graduation requirements, in preparation for high school.
2. MS students will participate in week-long expeditions that take the classroom outdoors into the community to complete student-selected service projects that integrate the arts or science.
3. MS students will participate in 3-5 day overnight trips focused on team-building, community service, and/or environmental education.
4. MS students will participate in student-initiated clubs during lunch-time (ex. cooking club, photography, journalism, etc.).
5. MS will have access to the Extended Day Program that will include: Jazz Ensemble (Oaktown Jazz); Musical Instruments; and Sports Program (MSSL).
6. MS Students will perform in Music Concerts and Art Shows.
7. Yu Ming will develop the following to prepare its students for High School.
 - Articulation with High Schools
 - High School placement counseling
 - Immersion-level Chinese learning pathways

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| <p><i>Amount</i></p> <p>\$0 Staff Salaries, See Goal 1 Action 1 \$14,637 (Art & Music Supplies) \$2,732 (PE Supplies)</p> | <p><i>Amount</i></p> <p>\$0 Staff Salaries, See Goal 1 Action 1 \$14,046</p> | <p><i>Amount</i></p> <p>\$0 Staff Salaries, See Goal 1 Action 1 \$14,468</p> |

| | | | | | |
|------------------|---|------------------|--|------------------|---|
| | \$31,000 (Field Trips) \$60,255 (Enrichment Consultants) | | \$2,814 \$31,930 \$71,611 | | \$2,898 \$32,888 \$80,643 |
| Source | LCFF Base | Source | LCFF Base | Source | LCFF Base |
| Budget Reference | Staff Salaries, See Goal 1 Action 1 4326, 4335, 5830, 5854 | Budget Reference | Staff Salaries, See Goal 1 Action 1 4326, 4335, 5830, 5854 | Budget Reference | Staff Salaries, See Goal 1 Action 1 4326, 4335, 5830, 5854 |

New

Modified

Unchanged

Goal 3

Engage parents, families and community members as partners through education, communication and collaboration in order to provide all students with a safe, welcoming and inclusive, and positive learning environment. (WASC Action Plan: 4; Charter Petition Goal #5)

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

There is a need to improve parent engagement and participation schoolwide including strategies parents can use at home to support their child academically and social-emotionally.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|-----------|---------|---------|---------|
| Parent involvement through input in decision-making via Family Support Organization & Family Support Council. | Met | Met | Met | Met |
| Parent involvement will include opportunities for participation in programs for unduplicated students. | Met | Met | Met | Met |
| Maintain suspension rates: | 0% | <1% | <1% | <1% |
| Maintain expulsion rates: | 0% | <1% | <1% | <1% |
| Administer parent, student & teacher survey to measure sense of safety and school connectedness. | Met | Met | Met | Met |
| Administer Facility Inspection Tool (FIT): Score Good or Better | Exemplary | Good | Good | Good |

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|---|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)]_____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools:_____ | <input type="checkbox"/> Specific Grade spans:_____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|--|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide Group(s) | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools:_____ | <input type="checkbox"/> Specific Grade spans:_____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <p><u>SCHOOL CLIMATE & SAFETY</u> Yu Ming Charter School will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> 1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school’s entire staff will be trained on the School Safety Plan, and monthly drills will take place. 2. Leadership Team will develop a supervision schedule that includes supervision of students | | |

before/during and after-school.

3. Yu Ming Charter School has implemented ToolBox, a social and emotional learning program that includes self-regulation tools. Teachers will receive PD to support students in the use of these tools.
4. MS: Advisory curriculum includes the Habits of Success. Advisors will meet with students 4 times a week to provide 1-on-1 mentoring to students to ensure growth.
5. New ES teachers will receive Responsive Classroom training.
6. ES: Teachers will continue using CARES as part of Responsive Classroom.
7. ES: In a responsive classroom – morning meetings class ritual will be consistently implemented in each classroom.
8. ES: Community Meetings will continue with cross grade families that meet together bi-weekly. During these meetings Toolbox tools will be reinforced and kindness recognized.
9. MS: Community Meetings will continue on a weekly basis. During these meetings, Toolbox tools will be reinforced, student leaders will lead community-building games and Student’s Habits of Success will be recognized.

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|
| Amount | Amount | Amount |
| \$0 | \$0 | \$0 |

| | | | | | |
|------------------|-------------------------------------|------------------|-------------------------------------|------------------|-------------------------------------|
| Source | Staff Salaries, See Goal 1 Action 1 | Source | Staff Salaries, See Goal 1 Action 1 | Source | Staff Salaries, See Goal 1 Action 1 |
| Budget Reference | Staff Salaries, See Goal 1 Action 1 | Budget Reference | Staff Salaries, See Goal 1 Action 1 | Budget Reference | Staff Salaries, See Goal 1 Action 1 |

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

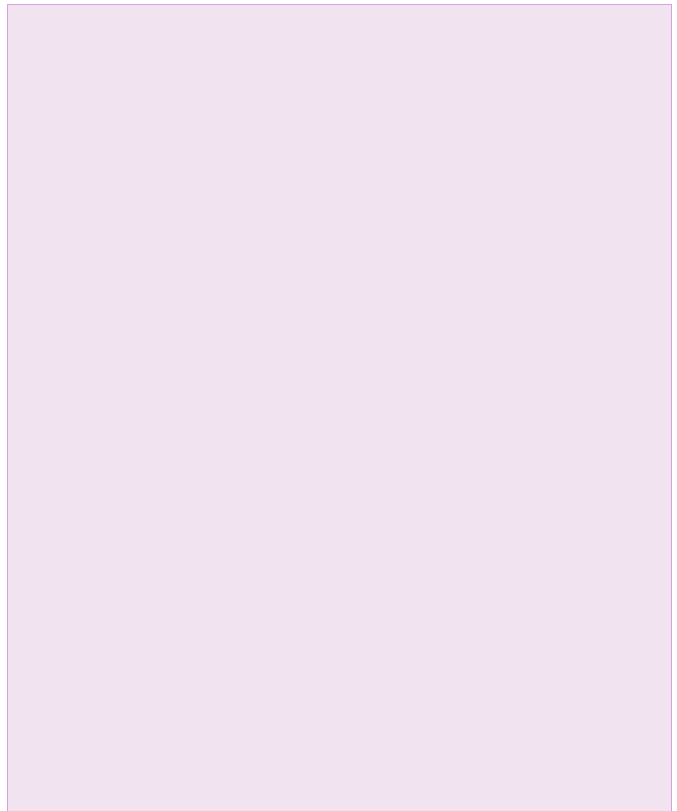
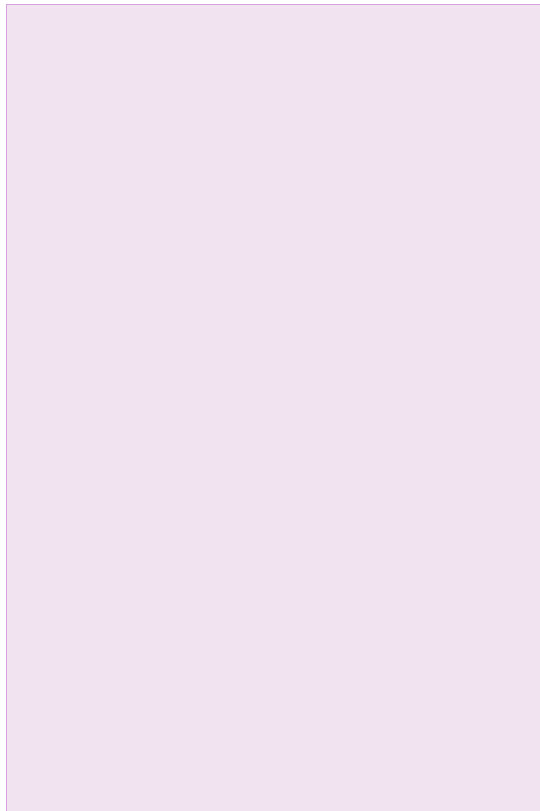
Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u> Yu Ming Charter School provides (or will provide) the following opportunities to engage parents as partners in their child’s education. They include:</p> <ol style="list-style-type: none"> 1. Volunteer opportunities during schoolwide events and/or in the classroom assisting teachers. All volunteers will undergo a live-scan and TB testing. 2. Yu Ming Charter School employs a family liaison to facilitate parent meetings, schoolwide events and communicate with parents. Primary role is to target unduplicated students. | | |

3. Parent workshops on the following topics as requested by parents:
 - How to support my child in Chinese Immersion
 - Technology
 - Bilingual Literacy
 - Positive Discipline
 - CAASPP results
4. Parent Teacher Conferences will occur twice in the school year. All parents are required to attend these conferences.
5. An annual parent survey is administered to provide the school with feedback.
6. A weekly schoowide newsletter and classroom newsletter
7. The school website and social media is updated on a regular basis as a method to communicate with parents.



BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|-------------------------------------|------------------|-------------------------------------|------------------|-------------------------------------|
| Amount | \$0 | Amount | \$0 | Amount | \$0 |
| Source | Staff Salaries, See Goal 1 Action 1 | Source | Staff Salaries, See Goal 1 Action 1 | Source | Staff Salaries, See Goal 1 Action 1 |
| Budget Reference | Staff Salaries, See Goal 1 Action 1 | Budget Reference | Staff Salaries, See Goal 1 Action 1 | Budget Reference | Staff Salaries, See Goal 1 Action 1 |

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <p><u>PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS</u></p> <ol style="list-style-type: none"> 1. Playworks – provides recess team coaching (culture building). 2. Partnership with Taipei Economic and Cultural Office, which provides Mandarin interns. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|
|---------|---------|---------|

| | | | | | |
|------------------|---|------------------|---|------------------|---|
| Amount | <ol style="list-style-type: none"> 1. \$18,000 2. \$0 Staff Salaries, See Goal 1 Action 1 | Amount | <ol style="list-style-type: none"> 1. \$18,000 2. \$0 Staff Salaries, See Goal 1 Action 1 | Amount | <ol style="list-style-type: none"> 1. \$18,000 2. \$0 Staff Salaries, See Goal 1 Action 1 |
| Source | <ol style="list-style-type: none"> 1. LCFF Base 2. Staff Salaries, See Goal 1 Action 1 | Source | <ol style="list-style-type: none"> 1. LCFF Base 2. Staff Salaries, See Goal 1 Action 1 | Source | <ol style="list-style-type: none"> 1. LCFF Base 2. Staff Salaries, See Goal 1 Action 1 |
| Budget Reference | <ol style="list-style-type: none"> 1. 5822 2. Staff Salaries, See Goal 1 Action 1 | Budget Reference | <ol style="list-style-type: none"> 1. 5822 2. Staff Salaries, See Goal 1 Action 1 | Budget Reference | <ol style="list-style-type: none"> 1. 5822 2. Staff Salaries, See Goal 1 Action 1 |

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |

PARENT INPUT IN DECISION-MAKING
 At Yu Ming Charter School, parent input in decision-making will take place through the following:

- Family Support Organization: meetings take place every other month
- Family Support Council: Monthly

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| Amount <input type="text" value="\$0"/> | Amount <input type="text" value="\$0"/> | Amount <input type="text" value="\$0"/> |

Source

Staff Salaries, See Goal 1 Action 1

Budget
Reference

Staff Salaries, See Goal 1 Action 1

Source

Staff Salaries, See Goal 1
Action 1

Budget
Reference

Staff Salaries, See Goal 1
Action 1

Source

Staff Salaries, See Goal 1 Action 1

Budget
Reference

Staff Salaries, See Goal 1 Action 1

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 87,043

Percentage to Increase or Improve Services:

3.07 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups.

- Goal 1, Action 3: includes an EL Coordinator & 2 Instructional Assistants that will provide academic and social-emotional support and intervention for unduplicated students.

As a result of not receiving sufficient LCFF S&C Funds, the following action will be funded with LCFF Base funds but targeted at unduplicated pupils:

- Goal 3, Action 2: Yu Ming Charter School will employ a Family Liaison to facilitate parent meetings, schoolwide events and communicate with parents. Primary role is to target unduplicated students (families).