

LEA: Yu Ming Charter School

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LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Over the course of the 2014-2015 Yu Ming Charter School (YMCS) actively sought input from our key stakeholders around issues outlined in our first LCAP. For example we conducted 2 student surveys, 2 staff surveys (and 1 additional staff survey on compensation) and 1 general parent survey as well as 1 parent survey for our special education population.</p> <p>Input for this coming year’s LCAP (2015-16) was sought specifically in the following ways:</p> <p>Thursday 16th April, 2015: LCAP process and timeline was shared with the board. This served as an introduction to the board and as a means to get input on the process outlined.</p> <p>Wednesday 13th May, 2015 from 6 pm to 8 pm: An evening Parent Forum hosted by the Principal. This was advertised in the newsletter in both English and Chinese and reminders were sent out to the whole parent community in both languages from our ‘One Call Now’ alert system. The meeting was held to both provide information on what LCAP is (using a PowerPoint deck), what the process for drafting the plan looks like and to take feedback on 5 essential questions related to goals 1 through 5.</p> <p>Friday 15th May, 2015 from 8.30 to 10 am: A Coffee with the Head of Professional Development was hosted. This was advertised with parents in the same manner as the above meeting. This meeting had the same goals as the above meeting but was scheduled at an alternative time to try and maximize parent participation</p> <p>Friday 15th May, 2015: Report of these meetings with the presentation deck and a Google doc for parents to ask questions or provide input was shared in the school newsletter- again this was translated into Chinese and English. This was intended to allow parents who were not able to attend to also provide input on the essential questions.</p>	<p>YMCS used the information shared with the school from parents, staff and students to determine areas of need and related action items and metrics.</p> <p>The broad areas of need as identified by the stakeholders are summarized below:</p> <p>Students Student’s main area of improvement was social emotional learning and support. Students felt like there are both teachers and students who could be ‘nicer’ and ‘more supportive’. Students liked the idea of either more counselors and/ or peer counselors to support conflict management.</p> <p>Parents Parents suggested making Chinese language more accessible at home for students and families by having more activities based in environmental print and better utilizing technology.</p> <p>Parents also felt that more support services were needed in Chinese (for example counselors who speak Chinese)</p> <p>Parents suggested that we create more opportunities for parents to engage in multiple ways. This could include more events that are for both parents and children.</p> <p>Staff Staff felt that we should focus on increasing collaboration, project based learning, socio-emotional skill development, and PBIS implementation. Teachers also felt that the school needed more teaching materials for all of the above and that teacher training time should be focused on new CCSS aligned curriculum implementation</p>

<p>Thursday May 21st, 2015; A First draft was shared with the board (public hearing)</p> <p>June 1st, 2015 through 5th: Student Focus groups held throughout the week. The Head of PD used a set of questions with different groups of students in 3rd and 4th grade to gain an understanding of what students appreciate most about the school and what they feel could be improved – as well as asking for suggestions</p> <p>Friday 29th May, 2015: Staff survey specific to LCAP. As above, this was designed to capture the staff voice on what our LCAP areas of focus should be for next year.</p> <p>Saturday 20th June, 2015: Final Draft shared with the board for approval</p>	<p>and differentiation. Finally teachers wanted to see more authentic opportunities for students to use Chinese-such as trips to China, exchange programs and guest speakers</p> <p>The input provided helped us to determine our focus for the Annual Update- what goals and action items should remain the same and which needed updating. We were able to determine the following goals for the 2015-16 LCAP. These goals cover one or more state or local priority each (as listed)</p> <p>Goal 1: To provide an academically rigorous, common core aligned college preparatory program</p> <p>In Support of State Priorities: 4, 2 & 7</p> <p>Goal 2: To graduate students with bilingual and ‘bi-literate’ skills in Mandarin Chinese through: Increasing the percentage of students meeting end of year benchmarks for MLA</p> <p>In Support of Local Priorities: 8</p> <p>Goal 3: To graduate community minded, diligent and independent learners with intellectual curiosity and a growth mindset</p> <p>In support of Local Priorities: 8</p> <p>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</p> <p>In Support of State Priorities: 1 & 6</p>
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	<p>Goal 5: To have a highly engaged parent, student and staff population fully invested in the school community and academic program who feel connected</p> <p>In Support of State Priorities: 5 & 3</p>
<p>Annual Update: Over the course of the 2014-2015 year Yu Ming Charter School (YMCS) actively reviewed progress against school goals and monitored progress on action items with our key stakeholders.</p> <p>In September a team meeting was held where members of staff were given ownership over some of the action items related to these goals. We talked about how we would monitor progress towards our goals for each action item.</p> <p>Also in September Staff “Task forces” were assigned in the following areas: Student Climate and Culture Staff Climate and Culture Cultural Competence Technology and Innovation Common Core and SBAC</p> <p>In the Early Fall we contracted with Panorama Education- an educational survey organization that helps to develop, administer and report of school surveys.</p> <p>In the late Fall we conducted our first student and staff survey. In addition at this time (in relation to the action item of reviewing salary to ensure market alignment and competitiveness) we administered a teacher compensation survey. Results from this survey were used by the compensation committee of the board to</p>	<p>Annual Update: <i>See above for goals for the 2015-16 year</i></p>

develop a compensation plan, which was created and shared with staff in March of 2015 to go into effect for the 2015-16 year.

At the end of the year (June) we conducted our second round of staff and student surveys and our annual parent survey.

In addition we surveyed our special education families to get feedback as per one of our action items. Results from the end of year surveys are still to come.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school site and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, school wide, countywide, or charter wide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL:	<u>Pupil Outcomes 1: Core subjects</u> To provide an academically rigorous, common core aligned college preparatory program		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local: Specify _____										
Identified Need:	<p>Need: In order for every student who attends Yu Ming to be successful in college and career it is our responsibility to ensure all students reach their full potential and are measured against high expectations in all subjects throughout their academic career at our school</p> <p>Metrics: K-2nd DRA in ELA K-2nd MAP in Math 3rd grade and up SBAC assessments in Math and ELA CELDT NGSS aligned end of unit assessments</p>												
Goal Applies to:	Schools:	YMCS											
	Applicable Pupil Subgroups:	All, Students from Low-income Families, English Language Learners											
LCAP Year 1: 2014 -15													
Expected Annual Measurable Outcomes:	<table border="1"> <thead> <tr> <th data-bbox="405 943 1583 984">Metric</th> <th data-bbox="1583 943 1986 984">Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="405 984 1583 1024">Establish ELA proficiency baselines as measured by the CAASPP</td> <td data-bbox="1583 984 1986 1024">Baseline TBD</td> </tr> <tr> <td data-bbox="405 1024 1583 1065">Establish Math proficiency baselines as measured by the CAASPP</td> <td data-bbox="1583 1024 1986 1065">Baseline TBD</td> </tr> <tr> <td data-bbox="405 1065 1583 1105">Establish Math and ELA below proficiency baselines as measured by the CAASPP</td> <td data-bbox="1583 1065 1986 1105">Baseline TBD</td> </tr> <tr> <td data-bbox="405 1105 1583 1141">Students have access to the appropriate CCSS textbooks for Math and English</td> <td data-bbox="1583 1105 1986 1141">100%</td> </tr> </tbody> </table>		Metric	Target	Establish ELA proficiency baselines as measured by the CAASPP	Baseline TBD	Establish Math proficiency baselines as measured by the CAASPP	Baseline TBD	Establish Math and ELA below proficiency baselines as measured by the CAASPP	Baseline TBD	Students have access to the appropriate CCSS textbooks for Math and English	100%	
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Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures									

<p>1.1 Provide professional development opportunities to staff to build their Common Core expertise and understanding</p> <p>1.2 Provide CCSS aligned instructional materials with embedded assessments wherever possible</p> <p>1.3 Employ 1* PT and 1*FTE to cover English classes for K-2 (10%) instruction so that the teachers can both teach lessons and provide Reading Coach support to every student performing below grade level</p> <p>1.4 To develop and implement a rigorous early literacy program through professional development and through developing common writing assignments that assess specific CCSS throughout the year across English and Mandarin</p> <p>1.5 To develop a sound infrastructure for ongoing analysis of student performance and progress through use of technology such as NWEA's online assessment for Math and English Measure of Academic Progress (MAP) to be used in combination with teacher developed assessments</p> <p>1.6 To continue to provide teaching staff with 1 half day every week for whole school training and collaboration.</p> <p>1.7 To hire a Head of PD to focus on pedagogy and instructional techniques for engagement as well as management and positive discipline</p> <p>1.8 Provide training for Special Ed Coordinator on how to write a CCSS aligned IEP</p> <p>1.9 Provide training for teachers in identifying high incidence special needs and classroom strategies to manage</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> <p>_____</p>	<p>1.1 Conferences and consultant for NGSS \$15,000</p> <p>1.2 Science and ELA materials \$20,000</p> <p>1.3 \$112,000</p> <p>1.4 Internally produced with support from consultant at approx. \$3,000; Associated PD \$5,000</p> <p>1.5 Use of MAP at \$10/ student + training costs= \$4,500</p> <p>1.6 No direct cost</p> <p>1.7 Approx. \$30,000</p> <p>1.8 & 1.9 Consultation and training provided for free by the EDCOE SELPA with support from the Program Specialist</p>
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LCAP Year 2: 2015-16

LCAP Year 2: 2015-16			
Expected Annual Measurable Outcomes:	Metric	Target	
	Baseline from 2015 SBAC results from ELA and add 3%	3% growth from baseline	
	Baseline from 2015 SBAC results from Math and add 3%	3% growth from baseline	
	Increase the number of students moving from 'Nearly met the standard' for ELA to 'Met the standard' range by 15%	15% movement of students up one category as described	
	Increase the number of students moving from 'Has not met the standard' for ELA to 'Nearly met the standard' range by 15%	15% movement of students up one category as described	
	Increase the number of students moving from 'Nearly met the standard' for Math to 'Met the standard' range by 15%	15% movement of students up one category as described	
	Increase the number of students moving from 'Has not met the standard' for Math to 'Nearly met the standard' range by 25%	25% movement of students up one category as described	
	Increase the percentage of students performing at or above grade level in reading, at every grade, K-2 nd increases, as measured by the end of year DRA in 2014-15	2% growth from baseline year 2014-15	
	Increase the percentage of students performing at 'average' or above in end of year MAP assessments for Math for K-2 nd increases at each grade, as measured by the end of year MAP in 2014-15	2% growth from baseline year 2014-15	
	Establish a baseline for students attaining 'Met the standard' for NGSS aligned end of science units across grades K-5 th in Life Science, Earth and Space Science and Physical Science	Baseline from 2015-16	
	Establish a baseline for the percentage of ELLs in our program for 5 years or more that reach English language proficiency	Baseline from 2015-16	
	The percentage of ELLs who make annual progress in learning English will be greater than the state defined expectation of 65% as measure by the annual CELDT	65%+	
	YMCS curriculum maps and assessments will reflect CCSS in core subjects and the broad course of study described under sections 51210 and 51220	Curriculum maps incorporate CCSS and broad course of study	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>1.1 Provide in house professional development to build their Common Core expertise and understanding</p> <p>1.2 Provide CCSS aligned instructional materials with embedded assessments wherever possible</p> <p>1.3 To provide training specific to newly adopted CCSS aligned curricula such as 'Trailblazers' for math</p> <p>1.4 Employ 2* PT English staff to cover small group pull out support for below grade level readers (in K-2) and English Language learners across all grades. Utilize 3rd and 4th grade ELA teachers to provide at grade reading support for below grade readers according to their scheduled planning time of 30%</p> <p>1.5 To continue with common writing assignments that assess specific CCSS throughout the year across English and Mandarin</p> <p>1.6 To use a combination of the DRA and MAP to provide a foundation for tracking student progress in ELA and math for K through 2nd grade students</p> <p>1.7 To continue to provide teaching staff with 1 half day every week for whole school training and collaboration.</p> <p>1.8 To determine an end of unit assessment in Science for each grade in each area of science (3 in total per grade) that are NGSS aligned and that will be written into the report card</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p> <p>_____</p>	<p>1.1 In house Professional Development \$42,00</p> <p>1.2 Adoption of new CCSS aligned Math curricula 'Trailblazers' for \$8277.46</p> <p>1.3 Trailblazers PD and SVI PD approx. \$5,000</p> <p>1.4 ELA Reading Coach salaries \$70,245</p> <p>1.5 No direct cost</p> <p>1.6 MAP = \$3120 for K-2nd DRA already purchased in 2013-14</p> <p>1.7 No direct cost</p> <p>1.8 No direct cost – linked to FOSS and STC kits already purchased</p>
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LCAP Year 3: 2016-17

Expected Annual	Metric	Target
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Measurable Outcomes:	Metric	Target	
	Increase SBAC results for ELA	5% growth from baseline	
	Increase SBAC results for Math	5% growth from baseline	
	Increase the number of students moving from 'Nearly met the standard' for ELA to 'Met the standard' range by 20%	20% movement of students up one category as described	
	Increase the number of students moving from 'Has not met the standard' for ELA to 'Nearly met the standard' range by 20%	20% movement of students up one category as described	
	Increase the number of students moving from 'Nearly met the standard' for Math to 'Met the standard' range by 20%	20% movement of students up one category as described	
	Increase the number of students moving from 'Has not met the standard' for Math to 'Nearly met the standard' range by 30%	30% movement of students up one category as described	
	Percentage of students performing at or above grade level in reading, at every grade, K-2 nd increases, as measured by the end of year DRA in 2014-15	2% growth from baseline year 2014-15 TBD	
	Percentage of students performing at 'average' or above in end of year MAP assessments for Math for K-2 nd increases at each grade, as measured by the end of year MAP in 2014-15	2% growth from baseline year 2014-15 TBD	
	Increase percentage of students attaining 'Met the standard' for NGSS aligned end of science units across grades K-5 th in Life Science, Earth and Space Science and Physical Science	Baseline + 3%	
	Increase the percentage of ELLs in our program for 5 years or more that reach English language proficiency will increase from 2015-16	Baseline +5%	
	The percentage of ELLs who make annual progress in learning English will be greater than the state defined expectation of 65% as measure by the annual CELDT	2014-15 % + 5%	
	YMCS curriculum maps and assessments will reflect CCSS in core subjects and the broad course of study described under sections 51210 and 51220	Curriculum maps incorporate CCSS and comprehensive coverage	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>1.1 Provide in house professional development to staff to build their Common Core expertise and understanding</p> <p>1.2 Provide CCSS aligned instructional materials with embedded assessments wherever possible</p> <p>1.3 To provide training specific to newly adopted CCSS aligned curricula</p> <p>1.4 Employ 2* PT English staff to cover small group pull out support for below grade level readers (in K-2) and English Language learners across all grades. Utilize 3rd and 4th grade ELA teachers to provide at grade reading support for below grade readers according to their scheduled planning time of 30%</p> <p>1.5 To continue with common writing assignments that assess specific CCSS reading and writing standards throughout the year across English and Mandarin</p> <p>1.6 To use a combination of the DRA and MAP to provide a foundation for tracking student progress in ELA and math for K through 2nd grade students</p> <p>1.7 To continue to provide teaching staff with 1 half day every week for whole school training and collaboration.</p> <p>1.8 To determine an end of unit assessment in Science for each grade in each area of science (3 in total per grade) that are NGSS aligned and that will be written into the report card</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p> <p>_____</p>	<p>1.1 In house Professional Development \$56,000</p> <p>1.2 Continued purchase of Science, Math and ELA CCSS aligned materials approx. \$7,200</p> <p>1.3 Trailblazers PD and SVI PD approx. \$5,000</p> <p>1.4 ELA Reading Coach salaries \$81, 952</p> <p>1.5 No direct cost</p> <p>1.6 MAP = \$3120 for K-2nd DRA</p> <p>1.7 No direct cost</p> <p>1.8 No direct cost – linked to FOSS and STC kits already purchased</p>
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<p>GOAL:</p>	<p><u>Pupil Outcomes 2: Mandarin Chinese</u> To graduate students with bilingual and ‘bi-literate’ skills in Mandarin Chinese through: Increasing the percentage of students meeting end of year benchmarks for MLA</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u></p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
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Identified Need:	Need: YMCS aims for every student to leave highly proficient in speaking, comprehending, reading and writing Chinese by the time they graduate in 8 th grade Metrics: ELLOPA (to be replaced in 2015-16) STAMP Internally developed reading and writing assessments (using Lingua Folio)						
Goal Applies to:	Schools: YMCS	Applicable Pupil Subgroups: All, Students from Low-income Families, English Language Learners					
LCAP Year 1: 2014-15							
Expected Annual Measurable Outcomes:	<table border="1" style="width: 100%;"> <tr> <th style="text-align: left;">Metric</th> <th style="text-align: left;">Target / Actual</th> </tr> <tr> <td>85% of students attaining benchmark goal in speaking and listening on ELLOPA/SOPA</td> <td>85% students at or above benchmarks / 92%</td> </tr> </table>		Metric	Target / Actual	85% of students attaining benchmark goal in speaking and listening on ELLOPA/SOPA	85% students at or above benchmarks / 92%	
Metric	Target / Actual						
85% of students attaining benchmark goal in speaking and listening on ELLOPA/SOPA	85% students at or above benchmarks / 92%						
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures				
2.1 Hire a Director of Instruction for the Mandarin program who will design curriculum and provide support to teachers in a variety of ways, including: selecting curricula materials, finding appropriate professional development opportunities and providing lesson observation and feedback. 2.2 Employ a Mandarin Literacy Specialist to run push in and pull out services to all students below and above grade level as well as to provide support to teachers by providing techniques and resources to enhance reading strategies 2.3 Increase teacher pay to attract the best teachers from across the country with Mandarin immersion experience and curriculum design	School-wide	__ALL ----- ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	2.1 to 2.3 \$215,000 2.4 to 2.5 \$20,000 2.6 \$3,500 2.7 \$93,000 2.8 No direct cost				

<p>expertise/ qualifications</p> <p>2.4 Appoint Lead Teachers from existing staff for every two grade levels, so for example K-1st and 2nd-3rd and 4th-5th</p> <p>2.5 Appoint a Mandarin Assessment Coordinator from existing staff to coordinate assessment across all grade levels</p> <p>2.6 Continue to train teachers in how to prepare, administer and score the ELLOPA/ SOPA assessment through the Center for Applied Linguistics (CAL)</p> <p>2.7 Employ Teaching Assistants to assist with small group instruction and material preparation for class</p> <p>2.8 Continue to provide a HW club run by TAs for students identified as needing extra support with Mandarin</p>				
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LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Metric		Target	
	STAMP (Standards -based Measurement of Proficiency) in Chinese for 3 rd grade students and up. Use 2015-16 as a baseline		Baseline from 2015-16 test	
	End of trimester reading assessments- establish baseline for this new assessment		Baseline from 2015-16 test	
	End of year writing assessments – establish a baseline for this new assessment		Baseline from 2015-16 test	
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>2.1 Continue to provide pull out group support for reading and writing in Chinese for below grade performers across all grades by leveraging teachers prep time (3rd and 4th grade), MLA reading specialist and Teaching Assistants</p> <p>2.2 Pilot 2 comprehensive MLA basal curricula that are aligned with the common core standards and out immersion model, and which will more effectively support student achievement of school MLA learning goals</p> <p>2.3 Appoint Lead Teachers, Assessment Coordinator and other stipend roles to ensure quality execution of the MLA program</p> <p>2.4 Switch assessments to ACTFL aligned 'STAMP' to provide more accurate information on student performance – to be used with our own internally developed assessments in reading and writing at lower grades</p> <p>2.5 To complete benchmarks for Middle School years in MLA with a clear goal for graduation and an aligned assessment</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- ----- -----</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<p>2.1 approximately \$41,000 in teaching staff salaries</p> <p>2.2 \$21,000</p> <p>2.3 \$20,000 in stipends</p> <p>2.4 \$3,120 (3rd through 5th grade)</p> <p>2.5 No direct cost</p>
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LCAP Year 3: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p>	<p>Target</p>	
	<p>Increase results from STAMP (Standards -based Measurement of Proficiency) in Chinese for 3rd grade students and up. Use 2015-16 as a baseline</p>	<p>Baseline from 2015-16 test + 3%</p>	
	<p>Increase end of trimester reading assessment scores for every grade</p>	<p>Baseline from 2015-16 test + 3%</p>	
	<p>Increase end of year writing assessment scores for every grade</p>	<p>Baseline from 2015-16 test + 3%</p>	
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>

<p>2.1 Continue to provide pull out group support for reading and writing in Chinese for below grade performers across all grades by leveraging teachers prep time (3rd and 4th grade), MLA reading specialist and Teaching Assistants</p> <p>2.2 Select a new basal curriculum for Mandarin language arts as determined through the 2015-16 pilot</p> <p>2.3 Continue with stipend roles to ensure quality execution of the MLA program</p> <p>2.4 Continue with ACTFL aligned 'STAMP' to provide more accurate information on student performance – to be used with our own internally developed assessments in reading and writing at lower grades</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p> <p>_____</p>	<p>2.1 approximately \$47,833 in teaching staff salaries</p> <p>2.2 Between \$42,000 and \$84,000 depending upon curriculum choice</p> <p>2.3 \$25,000 in stipends</p> <p>2.4 \$4,160 (3rd through 6th)</p>
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<p>GOAL:</p>	<p><u>Pupil Outcome 3: Inquisitive Thinkers & Diligent Learners</u></p> <p>To graduate community minded, diligent and independent learners with intellectual curiosity and a growth mindset</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u></p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
<p>Identified Need:</p>	<p>Need: To graduate engaged global citizens prepared for the 21st Century global workplace</p> <p>Metrics: SEL metrics NGSS metrics (moving to goal 1 for the 2015-16 update)</p>	
<p>Goal Applies to:</p>	<p>Schools: YMCS</p>	<p>Applicable Pupil Subgroups: All, Students from Low-income Families, English Language Learners</p>
<p>LCAP Year 1: 2014-15</p>		

Expected Annual Measurable Outcomes:		
	Metric	Target
	Students meet NGSS appropriate to their grade level	55%
Students meet expectations or exceed expectations on Report Card for the school's four core values	65%	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Provide NGSS aligned instructional materials that teach Scientific practice as well as content to ensure for an experiential approach to Science</p> <p>3.2 Build Units of Inquiry with built in assessment that integrate Science, Social Studies and History with ELA and MLA at every grade level</p> <p>3.3 Increase the use of non-fiction materials for use in MLA and ELA using 'Time for Kids' in English and 'National Geographic for Kids' in Mandarin</p> <p>3.4 Use Second Step curriculum at every grade level once per week to teach social and emotional intelligence</p> <p>3.5 To implement Responsive Classroom school-wide and to send all teaching staff to the summer workshops</p> <p>3.6 To develop a student 'Conflict Resolution Unit' CRU with 4th and 3rd graders to help support younger students resolve conflict on the yard at recess</p> <p>3.7 To develop tools for teaching and measuring the school's 4 core values; resilience, moral reasoning, compassion and wisdom</p> <p>3.7 To develop a plan for community service across grade levels as a way</p>	School-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	<p>3.1 Costs included above in 1.2</p> <p>3.2 Costs included above in teacher and Director of Instruction salary and consultant fees</p> <p>3.3 Approx. \$2,000</p> <p>3.4 \$8,000</p> <p>3.5 Approx. \$2,000 to pay for a trained facilitator</p> <p>3.6 to 3.7 Cost included in Director of Instruction's salary</p> <p>3.8 No cost associated with researching appropriate assessments</p>

to measure 'community mindedness' and the above 4 core values			
3.8 Determine a suitable assessment tool for measuring the 4 core values			

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Metric	Target
	Students meet expectations or exceed expectations on Report Card for CARES from K-5 th grade	2014-15-baseline + 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Continue to build Units of Inquiry with built in assessment that integrate Science, Social Studies and History with ELA and MLA at every grade level</p> <p>3.2 Increase the use of non-fiction materials for use in MLA and ELA</p> <p>3.3 Use Second Step curriculum at every grade level once per week to teach social and emotional intelligence</p> <p>3.4 To implement Responsive Classroom school-wide and to send all teaching staff to appropriate trainings</p> <p>3.5 To increase leadership opportunities for our older elementary grade students, such as a 'Conflict Resolution Unit' CRU for 5th graders to help support younger students resolve conflict on the yard at recess and to</p> <p>3.6 To map the school's 4 core values; resilience, moral reasoning, compassion and wisdom against CARES and to establish a plan for</p>	School-wide	<p><u>X</u> ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p>__ Low Income pupils</p> <p>__ English Learners</p> <p>__ Foster Youth</p> <p>__ Redesignated fluent English proficient __ Other</p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	<p>3.1 Costs included above in teacher and Director of Instruction salary and consultant fees</p> <p>3.2 Approx. \$2,400</p> <p>3.3 Approx. \$1,200 for each new grade level (1 per year)</p> <p>3.4 \$2,250</p> <p>3.5 Approx. \$2,500 to pay for a trained facilitator</p> <p>3.6 to 3.7 Cost included in salaries</p> <p>3.8 No cost associated with PBIS training- through ECOE SELPA</p>

<p>teaching these skills explicitly and implicitly in Middle School along with establishing criteria for measurement</p> <p>3.7 To develop a plan for community service across grade levels</p> <p>3.8 To implement PBIS school-wide with a focus on school-wide incentives</p> <p>3.9 Include training for staff on growth mindset and create a language for use with students to promote this approach to learning</p>			<p>3.9 in house PD- no additional cost</p>
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LCAP Year 3: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p>	<p>Target</p>
	<p>Students meet expectations or exceed expectations on Report Card for CARES from K-5th grade</p>	<p>2014-15 baseline + 7%</p>
	<p>Students meet expectations for the 4 core values</p>	<p>2016-17 baseline</p>

<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>3.1 Continue to build Units of Inquiry with built in assessment that integrate Science, Social Studies and History with ELA and MLA at every grade level</p> <p>3.2 Increase the use of non-fiction materials for use in MLA and ELA</p> <p>3.3 Use Second Step curriculum at every grade level once per week to teach social and emotional intelligence</p> <p>3.4 To implement Responsive Classroom school-wide and to send all teaching staff to appropriate trainings</p>	<p align="center">School-wide</p>	<p>__ALL ----- ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ _____</p>	<p>3.1 Costs included above in teacher and Director of Instruction salary and consultant fees</p> <p>3.2 Approx. \$2,800</p> <p>3.3 Approx. \$1,200 for each new grade level</p> <p>3.4 \$2,500</p> <p>3.5 Approx. \$3,000 to pay for a trained facilitator</p>

<p>3.5 To increase leadership opportunities for our older elementary grade students, such as a 'Conflict Resolution Unit' CRU for 5th graders to help support younger students resolve conflict on the yard at recess and to</p> <p>3.6 To map the school's 4 core values; resilience, moral reasoning, compassion and wisdom against CARES and to establish a plan for teaching these skills explicitly and implicitly in Middle School along with establishing criteria for measurement</p> <p>3.7 To develop a plan for community service across grade levels</p> <p>3.8 To implement PBIS school-wide with a focus on school-wide incentives</p> <p>3.9 Include training for staff on growth mindset and create a language for use with students to promote this approach to learning amongst the student population</p>			<p>3.6 to 3.7 Cost included in salaries</p> <p>3.8 No cost associated with PBIS training- through ECOE SELPA</p> <p>3.9 Internally provided by Head of PD</p>
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<p>GOAL:</p>	<p><u>Conditions of learning:</u></p> <p><u>Goal 4</u> 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</p>	<p>Related State and/or Local Priorities:</p> <p>1_X 2__ 3__ 4__ 5__ 6_X 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
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Identified Need:	Need: For all students and staff to have a clean and healthy, physically and emotionally safe learning environment
	Metrics: Surveys Staff retention Appropriately assigned teachers Course materials School Facilities Suspension and Expulsion rates
Goal Applies to:	Schools: YMCS
	Applicable Pupil Subgroups: All, Students from Low-income Families, English Language Learners
LCAP Year 1: 2014-15	

Expected Annual Measurable Outcomes:	<table border="1"> <thead> <tr> <th style="text-align: left;">Metric</th> <th style="text-align: left;">Target</th> </tr> </thead> <tbody> <tr> <td>School Facility deemed to be in 'Good' or 'Exemplary' repair</td> <td>Good/ Exemplary</td> </tr> <tr> <td>Staff Satisfaction measured through a Net Promoter Score</td> <td>NPS 30</td> </tr> <tr> <td>High staff retention</td> <td>90%</td> </tr> <tr> <td>Determine a benchmark indicator for student satisfaction</td> <td>Baseline</td> </tr> <tr> <td>Determine baseline of # of reported incidents of bullying</td> <td>Baseline</td> </tr> <tr> <td>Teachers employed at the school to be working towards a full and cleared CA credential</td> <td>100%</td> </tr> <tr> <td>Preliminary credentialed teachers are to be enrolled in a BTSA program</td> <td>100%</td> </tr> <tr> <td>Teachers and TAs will meet the requirement of 7 days of professional development training in addition to their annual days of teaching</td> <td>100%</td> </tr> <tr> <td>Maintain a low suspension rate</td> <td>3%</td> </tr> <tr> <td>Maintain a low expulsion rate</td> <td>2%</td> </tr> </tbody> </table>	Metric	Target	School Facility deemed to be in 'Good' or 'Exemplary' repair	Good/ Exemplary	Staff Satisfaction measured through a Net Promoter Score	NPS 30	High staff retention	90%	Determine a benchmark indicator for student satisfaction	Baseline	Determine baseline of # of reported incidents of bullying	Baseline	Teachers employed at the school to be working towards a full and cleared CA credential	100%	Preliminary credentialed teachers are to be enrolled in a BTSA program	100%	Teachers and TAs will meet the requirement of 7 days of professional development training in addition to their annual days of teaching	100%	Maintain a low suspension rate	3%	Maintain a low expulsion rate	2%
	Metric	Target																					
	School Facility deemed to be in 'Good' or 'Exemplary' repair	Good/ Exemplary																					
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	Teachers employed at the school to be working towards a full and cleared CA credential	100%																					
	Preliminary credentialed teachers are to be enrolled in a BTSA program	100%																					
	Teachers and TAs will meet the requirement of 7 days of professional development training in addition to their annual days of teaching	100%																					
	Maintain a low suspension rate	3%																					
Maintain a low expulsion rate	2%																						
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures																				
<p>4.1 The school Cultural Competence Committee 'CCC' will develop to be a parent and teacher organization with a clear sub-committee structure that addresses core needs of the school from enrollment to curriculum to policy</p> <p>4.2 A comprehensive tiered intervention process will be adopted with clearly identified supports at each level from documents to staffing support</p> <p>4.3a Core team meetings will take place once a week with a minimum of one Counselor, Administrator and Teacher present at every meeting. Meetings focus on students experiencing</p>		<p><u> </u> ALL ----- ----- ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>4.1 Approx.\$1,500 in consulting fees</p> <p>4.2 No direct cost (responsibility of Counselor and Special Educator Coordinator</p>																				

<p>either academic or social/ emotional challenges and strategies that can be used to support them</p> <p>4.3b School to continue to implement PBIS which will include a tracking process for disciplinary procedures such as suspension by subgroups</p> <p>4.4a A school Counselor will be hired 3 days per week to support students through conflict resolution in the moment and friendship groups</p> <p>4.4b A Special Education Coordinator will be hired 3 days per week to coordinate services for the school’s special education students</p> <p>4.4c Determine an internal review and dialogue process for parents of students with Special Education needs</p> <p>4.4d A school nurse will be hired to support students with specific medical needs as well the broader student population</p> <p>4.5 A summer retreat to include onboarding for new members of staff including a day training from ‘Play Works’</p> <p>4.6 To continue to provide teaching staff with 1 half day every week for training and collaboration</p> <p>4.7 For all members of staff at the school to attend three days of Diversity Training through the school year</p> <p>4.8 All teachers and TAs to receive annual performance evaluation based on a number of criteria including but not limited to student performance, staff participation in school-wide goals and teaching observation</p> <p>4.9 Adopt a rigorous teacher support and intervention plan for teachers not meeting expectations. Assign goals and a timeline for progress which if not met will ultimately result in dismissal</p>			<p>positions)</p> <p>4.3a As above</p> <p>4.3b PBIS training free, database costs TBD</p> <p>4.4 a-d \$113,000</p> <p>4.5 Some summer retreat costs are absorbed in other categories. “Play works” costs \$2,000</p> <p>4.6 No direct costs</p> <p>4.7 Approx. \$5,000 per year</p> <p>4.8 No direct cost</p> <p>4.9 No direct cost</p>
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LCAP Year 2: 2015-16

LCAP Year 2: 2015-16			
Expected Annual Measurable Outcomes:	Metric	Target	
	School Facility deemed to be in 'Good' or 'Exemplary' repair	Good/ Exemplary	
	Staff Satisfaction increases as measured through an overall favorable response rate on the survey (baseline from 2014-15 of 70%)	70% + 3%	
	High retention rates for high performing staff (baseline from 2014-15 of 80%)	85%	
	Increase student satisfaction as measured by the survey (from 2014-15)	Baseline + 5%	
	Lower the number of 'bullying' incidents at school (baseline of 7 incidents in 2014-15)	4 incidents	
	Teachers employed at the school to be working towards a full and cleared CA credential	100%	
	Preliminary credentialed teachers are to be enrolled in a BTSA program	100%	
	Every student has access to standards aligned instructional materials in the core subject and MLA	100%	
	Teachers and TAs will meet the requirement of 7 days of professional development training in addition to their annual days of teaching	100%	
	Maintain a low suspension rate (rate from 2014-15 = 1.1%)	1%	
	Maintain a low expulsion rate	1%	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>4.1 A new volunteer structure called FSO (Family Support Organization) will be established. This will incorporate staff and parents and will have the school’s mission and vision infused throughout the work teams – including the commitment toward inclusion</p> <p>4.2 A comprehensive tiered response to intervention (RTI) process will be adopted with clearly identified supports at each level from documents to staffing support. Staff will be trained on the RTI process and a modified COST team process will be re-introduced and managed by the Counselor</p> <p>4.3 School to implement PBIS which includes a tracking process for disciplinary procedures such as suspension by subgroups</p> <p>4.4 An in-house team covering RTI, special education and student health is being developed in place of consulting to maximize effectiveness and resources</p> <p>4.5 Continue to use a survey to measure parent satisfaction with our special education program</p> <p>4.6 Annual training for all staff on yard supervision to align with and promote PBIS and Responsive Classroom practices and to maximize student enjoyment and safety at recess</p> <p>4.7 To continue to provide teaching staff with 1 half day every week for training and collaboration</p> <p>4.8 For all members of staff at the school to attend three days of Diversity Training through the school year</p> <p>4.9 All teachers to receive annual performance evaluation based on a number of criteria including but not limited to student performance, staff participation in school-wide goals and teaching observations. Teachers struggling to meet student and school needs to be placed on TICP by no later than mid-year, by direct supervisor with Principal knowledge</p>		<p><u> </u>ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils</p> <p><u> </u>English Learners</p> <p><u> </u>Foster Youth</p> <p><u> </u>Redesignated fluent English proficient <u> </u>Other</p> <p>Subgroups:(Specify)_____</p> <p>_____</p>	<p>4.1 No additional cost</p> <p>4.2 No direct cost (responsibility of Counselor)</p> <p>4.3 As above</p> <p>4.4 \$240,500</p> <p>4.5 Panorama contract \$2,000 / yr. (for all surveys)</p> <p>4.6 \$2,000/ year</p> <p>4.7 no direct cost</p> <p>4.8 \$8,100</p> <p>4.9 No direct cost</p>
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<p>Counselor/ School psychologist</p> <p>4.3 School to implement PBIS which includes a tracking process for disciplinary procedures such as suspension by subgroups</p> <p>4.4 An in-house team covering RTI, special education and student health is being developed in place of consulting to maximize effectiveness and resources</p> <p>4.5 Continue to use a survey to measure parent satisfaction with our special education program</p> <p>4.6 Annual training for all staff on yard supervision to align with and promote PBIS and Responsive Classroom practices and to maximize student enjoyment and safety at recess</p> <p>4.7 To continue to provide teaching staff with 1 half day every week for training and collaboration</p> <p>4.8 For all members of staff at the school to attend three days of Diversity Training through the school year</p> <p>4.9 All teachers to receive annual performance evaluation based on a number of criteria including but not limited to student performance, staff participation in school-wide goals and teaching observations. Teachers struggling to meet student and school needs to be placed on TICP by no later than mid-year, by direct supervisor with Principal knowledge</p>		<p>Subgroups:(Specify)_____</p>	<p>4.3 As above</p> <p>4.4 \$255,000</p> <p>4.5 Panorama contract \$2,000 / yr. (for all surveys)</p> <p>4.6 \$2,000/ year</p> <p>4.7 no direct cost</p> <p>4.8 \$8,100</p> <p>4.9 No direct cost</p>
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<p>GOAL:</p>	<p><u>Goal 5: Engagement</u></p> <p>To have a highly engaged parent, student and staff population fully invested in the school community and academic program who feel connected</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3_X 4__ 5_X 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
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Identified Need:	Need: To have parents, staff and students fully engaged and participating as partners in their own/ their child's educational journey		
	Metrics: Attendance rates Parent survey Staff Survey Student survey Volunteer rates Newsletter reading rates Community events hosted and attended		
Goal Applies to:	Schools:	YMCS	
Applicable Pupil Subgroups:	All, Students from Low-income Families, English Language Learners		
LCAP Year 1: 2014-15			
Expected Annual Measurable Outcomes:	Metric		Target
	Attendance rate of 97%		97%
	Establish a baseline for PAG meetings as % of parent population		Baseline
	Parents completing the annual survey		80%
	Parents fulfilling their volunteer requirement hours		80%
	Using data from the 2013-2014 parent survey of the % of parents reading the various forms of communication from the school		Baseline
	Parents affirming on the school survey to having read the communications guidelines		70%
	Establish a baseline for schools and community partnerships/ events from year 2013-14 and add a minimum of one		Baseline +1
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>5.1 The school and PAG, in partnership, will develop a plan to increase the number of parent education and training nights on i) supporting your child in an immersion program and ii) supporting your child’s social and emotional development and iii) positive behavior management techniques for parents iv) inclusion, cultural sensitivity and diversity</p> <p>5.2 Develop a plan and a fixed calendar around parent information events run by the school for parents such as coffee with the principal, town hall style meetings, back to school night</p> <p>5.3 Using information from the annual parent survey refine and make consistent communications from the school to parents</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>5.1 Cost for PAG meetings \$3,000</p> <p>5.2 No cost</p> <p>5.3 No cost</p>
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LCAP Year 2: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<table border="1"> <thead> <tr> <th data-bbox="388 976 1650 1013">Metric</th> <th data-bbox="1650 976 1890 1013">Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="388 1013 1650 1045">Maintain strong attendance rates as based on 2014-15 attendance (97%)</td> <td data-bbox="1650 1013 1890 1045">97%</td> </tr> <tr> <td data-bbox="388 1045 1650 1078">Increase attendance at FSO ‘parent education’ events from 2014-15 baseline (20%)</td> <td data-bbox="1650 1045 1890 1078">25%</td> </tr> <tr> <td data-bbox="388 1078 1650 1110">Family attendance at school wide community events to be audited</td> <td data-bbox="1650 1078 1890 1110">Baseline</td> </tr> <tr> <td data-bbox="388 1110 1650 1143">Parent attendance at ‘Back to School Night’ to be audited</td> <td data-bbox="1650 1110 1890 1143">Baseline</td> </tr> <tr> <td data-bbox="388 1143 1650 1208">Increase the % of parents completing the annual school survey</td> <td data-bbox="1650 1143 1890 1208">Baseline from 2014-15 + 5%</td> </tr> <tr> <td data-bbox="388 1208 1650 1305">Increase the percentage of parents fulfilling their recommended 30 volunteer hours (from baseline of 36% in 2014-15)</td> <td data-bbox="1650 1208 1890 1305">40%</td> </tr> <tr> <td data-bbox="388 1305 1650 1338">Increase the percentage of parents reading the newsletter (from baseline of 62% in 2014-15)</td> <td data-bbox="1650 1305 1890 1338">65%</td> </tr> <tr> <td data-bbox="388 1338 1650 1377">Establish a baseline for community partnerships/ events from year 2013-14 (5)</td> <td data-bbox="1650 1338 1890 1377">6</td> </tr> </tbody> </table>	Metric	Target	Maintain strong attendance rates as based on 2014-15 attendance (97%)	97%	Increase attendance at FSO ‘parent education’ events from 2014-15 baseline (20%)	25%	Family attendance at school wide community events to be audited	Baseline	Parent attendance at ‘Back to School Night’ to be audited	Baseline	Increase the % of parents completing the annual school survey	Baseline from 2014-15 + 5%	Increase the percentage of parents fulfilling their recommended 30 volunteer hours (from baseline of 36% in 2014-15)	40%	Increase the percentage of parents reading the newsletter (from baseline of 62% in 2014-15)	65%	Establish a baseline for community partnerships/ events from year 2013-14 (5)	6	
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.1 Pilot the new FSO structure and make refinements throughout the year. Have the process for inviting new chairs and co-chairs begin in March of every year to allow for adequate transition</p> <p>5.2 Have the FSO monthly meeting calendar establish by the end of August so parents and staff can plan for attendance and have the parent education team determine dates and placeholders by the end of August to maximize attendance. Ensure childcare is available for all events to ensure equity and inclusion</p> <p>5.3 Develop a plan and a fixed calendar by the end of August around school run events such as coffee with the principal, town hall style meetings, back to school night and for community events such as the Night Market, the A's game and the book fair. Appoint a member of staff to lead this process</p>	<p>School-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>5.1 FSO events approximately \$5,000 (not including the gala)</p> <p>5.2 No cost</p> <p>5.3 No cost</p>

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Metric	Target
	Maintain strong attendance rates	97%
	Increase attendance at FSO 'parent ed' events from 2014-15 baseline	28%
	Family attendance at school wide community events to be audited	Baseline
	Parent attendance at 'Back to School Night' to be audited	Baseline
	Increase the % of parents completing the annual school survey	Baseline from 2014-15 + 7%
	Increase the percentage of parents fulfilling their recommended 30 volunteer hours	43%
	Increase the percentage of parents reading the newsletter	67%
	Establish a baseline for community partnerships/ events from year 2013-14 and add a minimum of one	Baseline of 7

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.1 Pilot the new FSO structure and make refinements throughout the year. Have the process for inviting new chairs and co-chairs begin in March of every year to allow for adequate transition</p> <p>5.2 Have the FSO monthly meeting calendar establish by the end of August so parents and staff can plan for attendance and have the parent education team determine dates and placeholders by the end of August to maximize attendance. Ensure childcare is available for all events to ensure equity and inclusion</p> <p>5.3 Develop a plan and a fixed calendar by the end of August around school run events such as coffee with the principal, town hall style meetings, back to school night and for community events such as the Night Market, the A's game and the book fair. Appoint a member of staff to lead this process</p>	School-wide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>5.1 FSO events approximately \$6,000 (not including the gala)</p> <p>5.2 No cost</p> <p>5.3 No cost</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Goal 1: To provide an academically rigorous, college preparatory program	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6_ 7_X 8__ COE only: 9__ 10__ Local : Specify _____																				
Goal Applies to:	Schools: Yu Ming Charter School Applicable Pupil Subgroups: Applies to ALL students including sub groups																					
Expected Annual Measurable Outcomes:	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:70%;">Metric</th> <th style="width:30%;">Target</th> </tr> </thead> <tbody> <tr> <td>Establish ELA proficiency baselines as measured by the CAASPP</td> <td>Baseline</td> </tr> <tr> <td>Establish Math proficiency baselines as measured by the CAASPP</td> <td>Baseline</td> </tr> <tr> <td>Establish Math and ELA below proficiency baselines as measured by the CAASPP</td> <td>Baseline</td> </tr> <tr> <td>Students have access to the appropriate CCSS textbooks for Math and English</td> <td>100%</td> </tr> </tbody> </table>	Metric	Target	Establish ELA proficiency baselines as measured by the CAASPP	Baseline	Establish Math proficiency baselines as measured by the CAASPP	Baseline	Establish Math and ELA below proficiency baselines as measured by the CAASPP	Baseline	Students have access to the appropriate CCSS textbooks for Math and English	100%	Actual Annual Measurable Outcomes: <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:70%;">Metric</th> <th style="width:30%;">Actual</th> </tr> </thead> <tbody> <tr> <td>Establish ELA proficiency baselines as measured by the CAASPP</td> <td>TBC</td> </tr> <tr> <td>Establish Math proficiency baselines as measured by the CAASPP</td> <td>TBC</td> </tr> <tr> <td>Establish Math and ELA below proficiency baselines as measured by the CAASPP</td> <td>TBC</td> </tr> <tr> <td>Students have access to the appropriate CCSS textbooks for Math and English</td> <td>100%</td> </tr> </tbody> </table>	Metric	Actual	Establish ELA proficiency baselines as measured by the CAASPP	TBC	Establish Math proficiency baselines as measured by the CAASPP	TBC	Establish Math and ELA below proficiency baselines as measured by the CAASPP	TBC	Students have access to the appropriate CCSS textbooks for Math and English	100%
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LCAP Year: 2014-15																						
Planned Actions/Services		Actual Actions/Services																				
	Budgeted Expenditures		Estimated Actual Annual Expenditures																			
1.1 Provide professional development opportunities to staff to build their Common Core expertise and understanding	1.1 Conferences and consultant for NGSS \$15,000	1.1 Teachers were provided the following 'whole school' common core training for use of FOSS kits (aligned with NGSS) and training on DOK levels in house They also attended a number of conferences and trainings individually	5200: \$3,500 conferences STC and FOSS training free through pilot DOK provided in house																			
Scope of service:	Whole School	Scope of service:	Whole School																			

<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.2 Provide CCSS aligned instructional materials with embedded assessments wherever possible		1.2 Science and ELA materials \$20,000	1.2 Aligned ELA & Science materials are as follows: Shared Inquiry 2 nd through 4 th STC kits for Kindergarten FOSS kits for 1 st through 4 th grade For math we are currently reviewing 2 curricula choices i) Trailblazers and ii) CCSS Singapore Math to adopt for the following year. This year we have used Math Pathways and Pitfalls to help bridge the gap in terms of mathematical practices that are not taught through the classic Singapore Math approach.		4100: Also include costs for MLA materials. Total for Science and ELA approx. \$17,000
Scope of service:	Whole School		Scope of service:	Whole School	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.3 Employ 1* PT and 1*FTE to cover English classes for K-2 (10%) instruction so that the teachers can both teach lessons and provide Reading Coach support to every student performing below grade level		1.3 \$112,000	One PT Reading coach was hired 12 hours per week) to do pull out support groups for grades 1 and 2. A Kindergarten teacher was hired as a 60% to teach classes and do pull out groups of K students. All below grade level readers in ELA were met with throughout the year in small groups in addition to their ELA class time.		1100 & 3000 series: \$110,650 in salaried and hourly staff
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.4 To develop and implement a rigorous early literacy program through professional development and through developing common writing assignments that assess specific CCSS throughout the year across English and Mandarin	1.4 Internally produced with support from consultant at approx. \$3,000; Associated PD \$5,000	1.4 Common Core writing assignments across ELA and MLA have been successfully implemented this year. There were 5 for MLA and 3 for ELA. Assignments covered narrative, informational and persuasive as well as focus reading standards. Assignments were also aligned to content, for example in MLA, a 3 rd grade assignment linked to Science asked students to explain the cause of earthquakes, a 3 rd grade assignment asked students to persuade readers why it is important to plant trees. In English 3 rd grade students wrote about the life of Bidy Mason in line with a Social studies unit for Black History Month	Proportion of In House PD budget see 1.7
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.5 To develop a sound infrastructure for ongoing analysis of student performance and progress through use of technology such as NWEA's online assessment for Math and English Measure of Academic Progress (MAP) to be used in combination with teacher developed assessments	1.5 Use of MAP at \$10/ student + training costs= \$4,500	MAP has been used throughout the year to determine student growth. Reports have been given to parents at parent teacher conferences and the data has been used at the whole school level to inform instruction through re-teaching and small group instruction.	5878: \$4,800
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>1.6 To continue to provide teaching staff with 1 half day every week for whole school training and collaboration.</p>	<p>1.6 No direct cost</p>	<p>1.6 Yu Ming has continued to include 1 half day per week of whole school professional development in addition to teacher planning time</p>	<p>No direct cost-embedded in staffing cost</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p>__ALL</p>		<p>__ALL</p>	
<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	
<p>1.7 To hire a Head of PD to focus on pedagogy and instructional techniques for engagement as well as management and positive discipline</p>	<p>1.7 Approx. \$30,000</p>	<p>1.7 A Head of Professional Development was hired at the beginning of the year</p>	<p>I1100 & 3000 series: in house PI cost from December 2014 to June 2015 \$25,000</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p>__ALL</p>		<p>__ALL</p>	
<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	
<p>1.8 Provide training for Special Ed Coordinator on how to write a CCSS aligned IEP Provide training for teachers in identifying high incidence special needs and classroom strategies to manage</p>	<p>1.8 & 1.9 Consultation and training provided for free by the EDCOE SELPA with support from the Program Specialist</p>	<p>1.8 At the retreat prior to the start of the academic year we had a whole school training on Universal Design (UDL) as well as training from the speech and Language consultant and the SAI and BIS on things to look out for in the classroom</p>	<p>No Cost, training from Program Specialist Alison Rose at EDCOE SELPA</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p>__ALL</p>		<p>__ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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Original GOAL from prior year LCAP:	Goal 2: To graduate students with bilingual and 'bi-literate' skills in Mandarin Chinese through: Increasing the percentage of students meeting end of year benchmarks for MLA	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Yu Ming Charter School	Applicable Pupil Subgroups: Applies to ALL students including sub groups
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Expected Annual Measurable Outcomes:	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width:50%;">Metric</th> <th style="width:50%;">Target</th> </tr> <tr> <td>85% of students attaining benchmark goal in speaking and listening on ELLOPA/SOPA</td> <td>85%</td> </tr> </table>	Metric	Target	85% of students attaining benchmark goal in speaking and listening on ELLOPA/SOPA	85%	Actual Annual Measurable Outcomes:	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width:50%;">Metric</th> <th style="width:50%;">Actual</th> </tr> <tr> <td>85% of students attaining benchmark goal in speaking and listening on ELLOPA/SOPA</td> <td>92%</td> </tr> </table>	Metric	Actual	85% of students attaining benchmark goal in speaking and listening on ELLOPA/SOPA	92%
Metric	Target										
85% of students attaining benchmark goal in speaking and listening on ELLOPA/SOPA	85%										
Metric	Actual										
85% of students attaining benchmark goal in speaking and listening on ELLOPA/SOPA	92%										

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
2.1 Hire a Director of Instruction for the Mandarin program who will design curriculum and provide support to teachers in a variety of ways, including: selecting curricula materials, finding appropriate professional development opportunities and providing lesson observation and feedback.	2.1 to 2.3 \$215,000	2.1 A Director of Instruction for the MLA program was hired. Diana Kong has worked in 2 main areas: 1. Supporting teachers through classroom observation and feedback and weekly meetings and 2. Developing curriculum, reviewing and selecting new curricula, researching materials to support in the classroom and developing and assessing current assessments.	1100 & 3000 series: \$158,000 (not including 2.3 which will impact next year's budget)	
Scope of service:	Whole School	Scope of service:	Whole School	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2.2 Employ a Mandarin Literacy Specialist to run push in and pull out services to all students below and above grade level as well as to provide support to teachers by providing techniques and resources to enhance reading strategies			2.2 An MLA Reading Specialist was hired. She runs pull out groups with students who are below proficiency across all grades. Her focus has been with students and not in supporting teachers given we were able to hire a Curriculum Director		See above
Scope of service:	Whole School		Scope of service:	Whole School	
__ALL			__ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2.3 Increase teacher pay to attract the best teachers from across the country with Mandarin immersion experience and curriculum design expertise/ qualifications			2.3 A compensation review was carried out by the Compensation Committee from Jan-March, 2015. A new policy was presented to the board and approved in March, 2015. Teachers were presented with the new compensation structure in April and given individual letters for next year's compensation in the Spring		Estimated increase of approx. \$80,000 to next years' teacher salaries
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2.4 Appoint Lead Teachers from existing staff for every two grade levels, so for example K-1 st and 2 nd -3 rd and 4 th -5 th		2.4 to 2.5 \$20,000	2.4 A Lead Teacher was appointed at every grade level. Lead Teachers have weekly meetings with the Director of Instruction. We are reviewing whether this structure makes the best sense for the school as we continue to grow.		1100: \$25,000
Scope of			Scope of		

service:		service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.5 Appoint a Mandarin Assessment Coordinator from existing staff to coordinate assessment across all grade levels		2.5 This was not done as the Director of Curriculum and Instruction took it on for MLA and the Principal for other areas	No Cost
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.6 Continue to train teachers in how to prepare, administer and score the ELLOPA/ SOPA assessment through the Center for Applied Linguistics (CAL)	2.6 \$3,500	2.6 In the Fall of 2014 our MLA Reading Specialist did the 'Scoring' workshop for ELLOPA. All teachers administering the ELLOPA have attended the online training	5863: \$1590
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth " __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.7 Employ Teaching Assistants to assist with small group instruction and material preparation for class	2.7 \$93,000	2.7 Teaching Assistants were hired from K to 2 nd grade to support in class and with pull out groups	1100 & 3000 series: \$100K

Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.8 Continue to provide a HW club run by TAs for students identified as needing extra support with Mandarin	2.8 No direct cost	2.8 HW club for MLA has continued this year. We have also added an English HW club for 3 rd and 4 th grade. Teachers determine which students need this additional support	Cost imbedded in teaching/ TA salaries
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Original GOAL from prior year LCAP:	Goal 3: Pupil Outcomes in inquisitive thinking & diligence To graduate community minded, diligent learners with intellectual curiosity through: <ul style="list-style-type: none"> • Students meeting the NGSS for their grade level • Students demonstrating annual growth in the school's four core values; resilience, moral reasoning, compassion and wisdom 		Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5_ 6_ 7_ 8_ X COE only: 9_ 10_ Local : Specify _____
Goal Applies to:	Schools: Yu Ming Charter School	Applicable Pupil Subgroups: Applies to ALL students including sub groups	

Expected Annual Measurable Outcomes:	Metric	Target	Actual Annual Measurable Outcomes:	Metric	Actual
	Students meet NGSS appropriate to their grade level	55%		Students meet NGSS appropriate to their grade level	TBD EOY report cards
	Students meet expectations or exceed expectations on Report Card for the school's four core values	65%		Students meet expectations or exceed expectations on Report Card for the school's four core values	TBD EOY report cards

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services		Estimated Actual Annual Expenditures	
		Budgeted Expenditures			
3.1 Provide NGSS aligned instructional materials that teach Scientific practice as well as content to ensure for an experiential approach to Science		3.1 Costs included above in 1.2	3.1 We hired a Science consultant and developed our own materials for teaching Life Science in line with NGSS. For Earth and Space Science and for Physical Science we purchased new NGSS aligned FOSS and STC kits		See above 1.2
Scope of service:	Whole School		Scope of service:	Whole School	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3.2 Build Units of Inquiry with built in assessment that integrate Science, Social Studies and History with ELA and MLA at every grade level		3.2 Costs included above in teacher and Director of Instruction salary and consultant fees	3.2 This has not been the focus of the Curriculum Director this year but will be a focus for next academic year		No Cost
Scope of	Whole School		Scope of	Whole School	

service:			service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3.3 Increase the use of non-fiction materials for use in MLA and ELA using 'Time for Kids' in English and 'National Geographic for Kids' in Mandarin		3.3 Approx. \$2,000	3.3 Materials were increased by 25-30% across grades in MLA and by 10% in ELA (which started with more non-fiction materials in the first place)		4325: Added 149 non-fiction titles in MLA K-4th grade at approximate cost of \$ \$1800 and approx. \$1,500 in ELA
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3.4 Use Second Step curriculum at every grade level once per week to teach social and emotional intelligence		3.4 \$8,000	3.4 Every teacher has access to the grade level curriculum for Second Step and teaches it once per week		1100: \$1,200 grades K-3rd had already been purchased
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
		3.5 Approx.	3.5 8 members of staff went in the summer prior to the 2014-15		5200: \$6,500

<p>3.5 To implement Responsive Classroom school-wide and to send all teaching staff to the summer workshops</p>	<p>\$2,000 to pay for a trained facilitator</p>	<p>year (at \$750 each). 2 more received specific RC behavior management training in the year.</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>3.6 To develop a student ‘Conflict Resolution Unit’ CRU with 4th and 3rd graders to help support younger students resolve conflict on the yard at recess</p>	<p>3.6 to 3.7 Cost included in Director of Instruction’s salary</p>	<p>3.6 This was not done this year. In large part that is because we moved to a split campus with K-2 on one campus and 3rd and 4th grade on another campus.</p>	<p>No cost</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>3.7 To develop tools for teaching and measuring the school’s 4 core values; resilience, moral reasoning, compassion and wisdom</p>		<p>3.7 Not done. Instead we focused on making the criteria for CARES more explicit so that report card scores would accurately reflect what it looks like to be cooperative, Assertive, Responsible, Empathetic and Self controlled in each grade</p>	<p>No Cost (student climate task force work)</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.8 To develop a plan for community service across grade levels as a way to measure 'community mindedness' and the above 4 core values		3.8 Whole school plan has not yet been developed	No cost
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.9 Determine a suitable assessment tool for measuring the 4 core values	3.9 No cost associated with researching appropriate assessments	3.9 As mentioned above we have not mapped the 4 core values to CARES and have only been measuring the latter. We will make this a goal for Middle School	No cost
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Original GOAL from prior	Goal 4: Conditions of Learning For every student and member of staff to reach their full potential through providing equal access to programs and services through:		Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input type="checkbox"/> 3_ <input type="checkbox"/> 4_ <input type="checkbox"/> 5_ <input type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7_ <input type="checkbox"/> 8_ <input type="checkbox"/> COE only: 9_ <input type="checkbox"/> 10_ <input type="checkbox"/>

year LCAP:	<ul style="list-style-type: none">• All students having equitable access to instruction• All students having access to school-wide support systems from tier 1 to tier 3 intervention procedures• Being taught by a California certified teacher whom receives proper training and professional development support• Retaining high-performing staff as measured through performance evaluation	Local : Specify _____
Goal Applies to:	Schools:	Yu Ming Charter School
	Applicable Pupil Subgroups:	Applies to ALL students including sub groups

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
Metric	Target	Metric	Actual
School Facility deemed to be in 'Good' or 'Exemplary' repair	Good/Exemplary	School Facility deemed to be in 'Good' or 'Exemplary' repair	'Fair'
Staff Satisfaction measured through a Net Promoter Score	NPS 30	Staff Satisfaction measured through a Net Promoter Score	-8%!
High staff retention	90%	High staff retention	80%
Determine a benchmark indicator for student satisfaction	Baseline	Determine a benchmark indicator for student satisfaction	Baseline
Determine baseline of # of reported incidents of bullying	Baseline	Determine baseline of # of reported incidents of bullying	7
Teachers employed at the school to be working towards a full and cleared CA credential	100%	Teachers employed at the school to be working towards a full and cleared CA credential	100%
Preliminary credentialed teachers are to be enrolled in a BTSA program	100%	Preliminary credentialed teachers are to be enrolled in a BTSA program	100%
Teachers and TAs will meet the requirement of 7 days of professional development training in addition to their annual days of teaching	100%	Teachers and TAs will meet the requirement of 7 days of professional development training in addition to their annual days of teaching	100%
Maintain a low suspension rate	3%	Maintain a low suspension rate	1.1%
Maintain a low expulsion rate	2%	Maintain a low expulsion rate	0%
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 The school Cultural Competence Committee 'CCC' will develop to be a parent and teacher organization with a clear sub committee structure that addresses core needs of the school from enrollment to curriculum to policy		4.1 Approx.\$1,500 in consulting fees	Over the summer before the academic year 2014-15 Yu Ming hired a consultant to deliver a facilitated session to determine the best structure. At the beginning of the year we held a launch social event where 3 sub committees were identified; Outreach and Enrollment, Curriculum and Events, Parent Education	5864: \$1,200
Scope of service:	Whole School		Scope of service:	Whole School
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.2 A comprehensive tiered intervention process will be adopted with clearly identified supports at each level from documents to staffing support		4.2 No direct cost (responsibility of Counselor and Special Education Coordinator positions)	Completed. Training was provided on the intervention procedures and RTI documents at the beginning of the year and monitored throughout the year by the School Counselor	No additional funding required
Scope of service:	Whole School		Scope of service:	Whole School
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.3a Core team meetings will take place once a week with a minimum of one Counselor, Administrator and Teacher present at every meeting. Meetings focus on students experiencing either academic or social/ emotional challenges and strategies		No additional funding required (as above)	4.3 CORE meetings were more effective when there was a diffuse and shared responsibility for concerns about students and a low number of students concerns. Our counselor found that it was more efficient to have meetings that dealt with each concern in	No additional funding required

that can be used to support them			depth then to meet regularly in a large group	
Scope of service:			Scope of service:	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.3b School to implement PBIS which includes a tracking process for disciplinary procedures such as suspension by subgroups		4.3b PBIS training free, database costs TBD	PBIS was partially implemented this year. We conducted the whole staff survey, we instituted a token system for outside of teacher classrooms and we updated our behavior referral process with input from teachers to make it more 'teacher friendly' (along with referral forms). We sent two members of staff to the EDCOE SELPA 2 day workshop. PBIS has become the focus of the Student Climate and Culture Task Force. Tracking has been done by referral and collected by the Principal.	No cost
Scope of service:			Scope of service:	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.4a A school Counselor will be hired 3 days per week to support students through conflict resolution in the moment and friendship groups		4.4 a-d \$113,000	Counselor Hired for 3 days / week	1930, 1150, 1148 and 3000 series: \$116.080
Scope of service:			Scope of service:	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.4b A Special Education Coordinator will be hired 3 days per week to coordinate services for the school’s special education students	4.4 a-d \$113,000	A Special Ed Coordinator was hired for 3 days a week. She coordinates IEP meetings, services from partner providers ‘Lincoln Child Center’ and ‘Faltz & Associates’ and provides SAI services to SPED students	See above 4.4a
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.4c Determine an internal review and dialogue process for parents of students with Special Education needs	No Direct cost	A survey will be distributed by EOY	5820: Cost as part of annual contract with Panorama education for \$2000
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.4d A school nurse will be hired to support students with specific medical needs as well the broader student population	4.4 a-d \$113,000	An LVN was hired full time. She serves the whole student population and works closely with three students with significant medical needs and 504 plans	See 4.4a above
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.5 A summer retreat to include onboarding for new members of staff including a day training with Play Works’	4.5 Some summer retreat costs are absorbed in other categories. “Play Works” costs \$2,000	A four day summer retreat was given to all teaching staff including Play Works training	5863 & 4720: \$4000
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.6 To continue to provide teaching staff with 1 half day every week for training and collaboration	No direct cost	4.6 Continued	No cost
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.7 For all members of staff at the school to attend three days of Diversity Training through the school year	4.7 Approx. \$5,000 per year	4.7 Completed	5864: \$2,700 *3 = \$8100
Scope of		Scope of	

service:			service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4.8 All teachers and TAs to receive annual performance evaluation based on a number of criteria including but not limited to student performance, staff participation in school-wide goals and teaching observation	No direct cost	In progress- will be finished by June 26th		No direct cost imbedded in 2300 series	
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4.9 Adopt a rigorous teacher support and intervention plan for teachers not meeting expectations. Assign goals and a timeline for progress which if not met will ultimately result in dismissal	No direct cost	4.9 A Teacher Improvement Plan was adopted this year.		No cost	
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Original GOAL from prior	GOAL 5: Engagement To have a highly engaged parent and student population fully invested in the school community and academic program and strong ties with the wider community through:			Related State and/or Local Priorities: 1_ 2_ 3_X 4_ 5_X 6_ 7_ 8_ COE only: 9_ 10_	

year
LCAP:

- Maintaining excellent attendance rates
- Having an active PAG community, high response rates in the annual Parent Survey and maintain a high percentage of parents fulfilling their 30 hour volunteer requirement,
- Consolidating the ways in which the school communicates with parents through the Newsletter, website, room parents and teacher updates.
- Improved community awareness of the school's communication guidelines
- Increasing the number of school and community partnerships

Local : Specify _____

Goal Applies to: Schools: Yu Ming Charter School
 Applicable Pupil Subgroups: Applies to ALL students including sub groups

Expected Annual Measurable Outcomes:	Metric	Target	Actual Annual Measurable Outcomes:	Metric	Actual
	Attendance rate of 97%	97%		Attendance rate of 97%	97%
	Establish a baseline for PAG meetings as % of parent population	baseline		Establish a baseline for PAG meetings as % of parent population	20%
	80% of parents complete the annual survey	80%		80% of parents complete the annual survey	TBD
	80% of parents fulfilling their volunteer requirement hours	Baseline		80% of parents fulfilling their requested 30 volunteer hours	36%
	Using data from the 2013-2014 parent survey of the % of parents reading the various forms of communication from the school	Baseline		Using data from the 2013-2014 parent survey of the % of parents reading the various forms of communication from the school	62% reading newsletter
	70% of parents in survey respond to having read the communications guidelines	100%		70% of parents in survey respond to having read the communications guidelines	TBD
	Establish a baseline for schools and community partnerships from year 2013-14 and add a minimum of one	100%		Establish a baseline for school and community partnerships from year 2013-14 and add a minimum of one	5

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5.1 The school and PAG, in partnership, will develop a plan to increase the number of parent education and training nights on i) supporting your child in an immersion program and ii) supporting your child's social and emotional development and iii) positive behavior management techniques for parents iv) inclusion, cultural sensitivity and diversity	5.1 Cost for PAG meetings \$3,000	5.1 To be completed with the FSO in 2015-16	4720 & 5899: approximately \$7000 for speaker and food for events
Scope of service: Whole School ___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		Scope of service: Whole School ___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
5.2 Develop a plan and a fixed calendar around parent information events run by the school for parents such as coffee with the principal, town hall style meetings, back to school night	5.2 No cost	5.2 Although a calendar was not determined at the beginning of this academic year one is being established for next. We will have this completed by the end of August 2015	No cost
Scope of service: Whole School ___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		Scope of service: Whole School ___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

5.3 Using information from the annual parent survey refine and make consistent communications from the school to parents	5.3 No cost	To be done once the parent survey questions are collected	No cost
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Goal 1: To provide an academically rigorous, college preparatory program....(cont.)

Next year we will add the NGSS standards to this goal (currently it contains only English and Math). We will continue with all of the action items but will modify a couple and add some too. See below for the summary of actions not met and changes for next year (those that were met and remain unchanged will not be included in this summary):

1.3 The employment structure will change but 2 PTE will be assigned to Reading Coach and ELL support for ELA across grade: (focused in lower grades with ELL running up through every grade). They will work in this capacity for a combined time of 26 hours per week for the full school year.

1.8 This goal will be removed as it is part of SPED and therefore should not be covered under LCFF. We will continue to ensure that IEP goals are aligned with CCSS but it will not be reported through LCAP

New action items and metrics will be added for:
 NGSS
 API
 ELL progress in CELDT
 ELL reclassification rate

Priority # 1 'Basic Services' will be removed for this goal and reassigned to a more appropriate goal as mandated metrics cannot be fully addressed by this goal but State priority 7 will be added

Goal 2: To graduate students with bilingual and biliterate skills in Mandarin Chinese.....(cont.)

The goal will remain the same but new action items and new metrics will be added as well as some action items removed. See below for the update:

Metrics for this goal will change as we move from ELLOPA to STAMP. After several years working with ELLOPA we have come

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

to the conclusion that it is highly objective and hard to measure. In spite of several years of training and implementation staff scores are still not aligning with the moderated sample sent to CAL. As such we are moving to STAMP, which is computer assessed and therefore more standardized.

2.1 A Curriculum Director has been hired so this is no longer an action item

2.2 This role is being reassigned as a PT role and using non-instructional time from 3rd and 4th grade teachers.

2.4 We are determining new roles for leadership in the school. Lead Teachers will be reduced to just 2 teachers but other roles specific to MLA will be available – see new action item

New action items will be written relating to the benchmarks. The goal will be to have detailed benchmarks for MLA K-8 by the end of the year with appropriate assessments and metrics identified for all 4 skills areas.

Priority # 4 'Pupil outcomes' will be removed for this goal and reassigned to a more appropriate goal as mandated metrics cannot be fully addressed by this goal

Goal 3: To graduate community minded, diligent learners with intellectual curiosity.....(cont.)

The goal will be adjusted to include an aspect of growth mindset and action items as well as metrics will be adjusted as follows (again action items and metrics that will remain the same will not be included in this summary):

3.1 Will be moved to goal 1 as NGSS will be covered by this goal from next year

3.2 This action item was not fully addressed because we had not adopted new Science curricula (which we wanted to be the underpinning basis for the units of inquiry). However, this will remain an action item for next year and planning has already begun on this

3.4 Eight of our teachers attended the Responsive Classroom workshop. Some were unable to attend and others had already received training. We will continue to train new teachers in Responsive Classroom and will target specific workshops according to staff needs (for example 2 teachers attended a 2-day workshop on positive behavior management through Responsive Classroom during the year.

3.5 As we occupied new space at a separate campus for 4th and 3rd graders this year a CRU was not possible (these grades were considered to be too close in age). However, we will maintain this action item and are placing 5th grade back at the Alcatraz campus for this purpose as well as other student leadership goals

3.6 The Student Climate and Culture Taskforce has determined a rubric for teachers to measure CARES at every grade level (teachers were brought in to the process through a PD) so that this is consistently approached and reported school wide. A plan is in place to move to the less concrete and more abstract 4 core characteristics at Middle School. Tools will need to be developed or identified for teaching and measuring these

3.7 Although activities were undertaken at different grade levels a plan across grades for community service was not developed. However we plan to keep this action item and make it a priority for next year. A member of staff or taskforce will be assigned this.

3.8 As is written above for 3.6. These action items will be combined and will continue as action items for next year

New action items around growth mindset will be added and/ or combined with existing action items where it makes sense to do so.

State Priority # 4 will be removed as it is addressed in goal 1 and some of the mandated metrics will not be covered by this goal.

Goal 4: For every student and member of staff to reach their full potential through providing equal access to programs and services.....(cont.)

The summary below addresses any actions not addressed and any proposed changes to actions or metrics: Action items remaining the same will not be included below:

4.3 a It was determined that CORE team meetings were not the most efficient and effective way to ensure that students needs were being met. Instead the Child Development Specialist worked with each classroom teacher to make sure that students were being served. However, we are reviewing the effectiveness of this years' approach and may choose to revert to the CORE team meetings again.

4.3 b This will remain an action item but will be numbered differently next year. This year 2 members of the Student Climate and Culture taskforce attended PBIS training, a survey was conducted amongst staff and PBIS roles were assigned. School wide implementation was not entirely consistent. This action item will remain for next year but will be adjusted to be more specific and less broad around implementation.

4.5 the summer training will be specific to our current needs and so this action item will remain for next year but will include different language to reflect the needs of the school for the upcoming year.

State Priority # 7 was moved to goal 1

Goal 5: To have a highly engaged parent and student population fully invested in the school community and academic program...(cont.)

5.1 Action item to remain but with some changed wording to reflect change in volunteering structure and to reflect new priorities for the school

5.2 A fixed calendar of events was not established at the beginning of the year. This coming year we will keep this action item and it will be a priority for next year

Priority # 7 will be moved to goal 1- new metrics will be added for unduplicated students (ELL)

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>\$64,565</u>
Through the Local Control Accountability Plan, the School has identified areas of need with our low income and English Learner populations. The LCFF regulations dictate that our School provides increased services for these students that are above and beyond services provided to all students during the school year. With this plan, the School plans to spend \$64,565 additional supplemental monies on these students for the 2015-16 school year. The School will be spending both supplemental as well as concentration funds in order to fund the activities and programs created for these students. Our low income and EL populations will all receive additional, targeted support in the classroom from instructional aides hired with supplemental and concentration funds. The majority of this expense is for the English and Mandarin Literacy Specialist support staff who will be providing regular additional pull out and push in services for students performing ‘below basic’ in core subject standardized assessments and those identified as ELL through the home language survey and annual CELDT. The additional new staff will allow us to diagnose individual student learning gaps and correct those, thus moving us towards an increase in students performing at grade level in Chinese and English Language Arts. The School is below 55% for unduplicated students and will be spending its monies in a school-wide manner per the LCFF regulations	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

3.05	%
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For 2015-16 the MPP percent is 3.05% per the LCFF calculator. The 2015-16 percent was generated by 2014-15 expenditures, which exceed EIA expenditures from the 2013-14 school year. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in section 3 part b we believe sufficient services will be provided to meet or exceed the mandated minimum percentage. The goals are the same as listed in Section 3 Part c and all exceed the MPP

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, and section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).