



Board of Directors
June 21, 2018
AGENDA ITEM INFORMATION

Agenda Item	Year-end review of Yu Ming's implementation of the enrollment expansion to three kindergarten sections and the implementation of other enrollment policy changes which took effect this past 2017-18 school year
Time Allotted	10 minutes
Background	The Enrollment and Diversity Committee monitors the enrollment of the school to support it in becoming more representative of the student demographic enrollment in Alameda County as a whole.
Summary	In the 2017-18 school year, the school implemented expanded enrollment of three kindergarten sections (from two sections previously). It also implemented new enrollment policy changes including a one way immersion model (no longer a requirement that a portion of incoming kindergarten students be proficient in Mandarin) and a 20% enrollment preference for students that qualify for free or reduced lunch.
Type	Discussion
Key Questions	What were the programmatic and staffing impacts from the implementation of the third kindergarten section, the one way immersion model, and 20% enrollment preference for students that qualify for free and reduced lunch? What actions is the school taking or planning to take in regards to any program challenges encountered in the implementation of these enrollment changes? What actions is the school taking to support and retain a more diverse student population that resulted from these enrollment changes? Is there any additional information needed ahead of our August Board Retreat in order to better set Board annual goals in regards to recruitment and retention?
Attachments	Kindergarten Year End Review Document

Kindergarten 2017-2018
Glows & Grows

GLOWS (Highlights+Successes):

1. Enrollment and Diversity

- Increased diversity in student population

Number and Percentage of FRL Kindergarten students enrolled at Yu Ming

	2016-2017	2017-2018	2018-2019
# of Enrolled Kinder	7	19	20
% of Enrolled Kinder	13%	24%	26%

Number and Percentage of Black Kindergarten students enrolled at Yu Ming

	2016-2017	2017-2018	2018-2019
# of Enrolled Kinder	5	14	17
% of Enrolled Kinder	9%	18%	22%

Percentage of Enrollment by Demographic Groups, 3 Years

	2016-2017 Actual (357 Students)	2017-2018 Actual (387 Students)	2018-2019 Projected (455 Students)
Asian	45%	46%	44%
Black	4%	5%	7%
Hispanic or Latino	5%	4%	5%
Filipino or Other	2%	2%	2%
Two or More Races	34%	34%	30%
White	10%	8%	11%
English Learners	53 / 15%	21 / 5%	45 / 10%
Students w/Disabilities	26 / 7%	24 / 6%	29 / 6%
Free & Reduced Lunch	33 / 9%	53 / 14%	73 / 16%

- “Gentle Beginnings” enabled more balanced class composition and reduced concentration of students with additional academic or behavior needs in any 1-2 classes.
- Classes participated in and presented in monthly Cultural Celebration and Inclusion lessons during bi-weekly Community Meetings (i.e. LGBT History/Diwali, Black History, National Women's History, Arab American Heritage, Earth Day, APA Heritage, etc.)
- Families had the opportunity to engage with 2 Affinity Groups (Black and Latinx Families, Alternative Family Structures), Equity Study Circle and Equity Design Team
- Family Resource Liaison provided targeted support to under-represented and under-served families (i.e. regular parent meetings, weekly emails, capacity building workshops such as computer and academic resources, Diversity & Inclusion Library).

2. Academic Program

- CLA: Created CCSS-aligned scope and sequence for reading and successfully piloted the LevelChinese pre-literacy materials and lessons setting the stage for a 2018-2019 full suite of Kinder reading assessment capability on LevelChinese.
- CLA: Kinder assessed on LevelChinese for first time and 62% students passed Level C (novice mid) which is our current Grade 1 CLA Reading target (Novice Mid: C,D,E)
- CLA: Participated in the first national Early Chinese Immersion Education Forum
- ELA: Reading- Students meeting/exceeding remained constant with a slight increase from 78% to 83% (+5%) and students below standard decreased significantly from 23% to 1% (-22%). 17 Students were below standard in the fall.

End of Year ELA Reading Assessment Data (Fountas & Pinnell)				
Kinder	Below	Approaching	Meet	Exceed
2016-17 %	23%	0%	25%	53%
2016-17 #	12	0	13	28
2017-18 %	1%	15%	62%	21%
2017-18 #	1	12	48	16

- Math: Students meeting/exceeding decreased slightly from 87.5% to 84.4% (-3%) but students below standard decreases from 12.5% to 7.8% (-4.7%)

End of Year Math Assessment Data				
Kinder	Below	Approaching	Meet	Exceed
2016-17 %	12.5%	0%	27.1%	60.4%
2016-17 #	6	0	13	29
2017-18 %	7.8%	7.8%	19.5%	64.9%
2017-18 #	6	6	15	50

3. Student Support Services (i.e. Social Emotional Learning, Intervention, Behavior, and SpEd)

- Social Emotional Learning/Positive Behavior Highlights
 - All teachers started implementation of Responsive Classroom morning meetings
 - All students learned Toolbox Tools lessons during monthly Community Meetings (i.e. Breathing, Listening, Empathy, Personal Space, Apology & Forgiveness, etc.)
 - Classrooms and monthly Community Meetings reinforced PBIS system through Gotcha's and other positive behavior reinforcement strategies
- Response to Intervention (RtI) Highlights
 - Trimesterly RtI cycles were deepened to build the foundation for a Multi-Tiered System of Support (MTSS) in 2018-2019 with academic assessment data reviewed trimesterly for all students and behavior data for individual students.
 - Intervention resources included after school boost, school-day push-in and pull out support, and differentiated small group instruction for Math, CLA, ELA, and designated ELD by Chinese teachers, English teacher, EL Coordinator, Assistant Teacher, 3 Kinder Teaching Interns, and Grade 3 Chinese Teachers
 - 30 mins/week/class push-in/pull-out CLA Intervention (G3 Teachers)
 - 30 mins/week after-school boost CLA intervention (K Teachers/Interns)
 - 60-120 mins/week after-school ELA Boost support

- 30 mins/week designated and leveled ELD services for EL students
- Behavior Support and Special Education Support Highlights
 - A Behavior Aide added to team to provide additional behavior support staffing in Kinder SpEd and GenEd
 - A Board Certified Behavior Analyst provided training and coaching to the Kindergarten Teaching, Support, and Leadership Team and created individualized behavior support plans for 1 IEP student and 1 Gen Ed student
 - Dir of Student Support developed behavior support plans for 4 Gen Ed students
 - A Behavior Specialist provided support and coaching on strategies to teachers.

4. Teacher Development and Support

- All Kinder teachers supported by Dir of Lower School who participated in Relay Instructional Leadership Development Series to better lead Data Driven Instructional Systems and Teacher Coaching (weekly or biweekly Observation and Feedback)
- All Kinder teachers were assigned a coach and together engaged in weekly or biweekly observation, feedback, practice and planning meetings
- Most Kinder teachers participated in culturally responsive teaching (CRT) professional learning sessions with equity consultant Pamela Small
- Having a larger Kinder teaching team helped to distribute the planning work-load and grew the grade-level professional learning community

GROWS (Areas of Challenge+Growth):

1. Enrollment and Diversity

- Mid-year enrollment of a student with Moderate-Severe SpEd needs required unplanned allocation of existing staff time and resources and intensive case management, a mid-year staffing hire, training and development, and placement work
- Family Resource Liaison was not integrated into the Family Support Organization structure and so the school missed some collaborative event and collaboration opportunities
- Family Resource Liaison will more directly support community building activities for the Kinder classes and FSO Community Inclusion & Committee Outreach Committees
- A few Kinder families had difficulty navigating Yu Ming's new org structure and how to get concerns addressed or additional support when needed beyond classroom teacher.

2. Academic Program

- Lead Kinder teacher went on maternity leave for the last trimester of year (Feb-June). Maternity leave sub was a new teacher
- ELA, CLA, ELD: Increase focus on oracy and building academic vocabulary through classroom discussions
- ELA & CLA Writing: Shift to differentiated small-group approach for writing instruction/practice with more writing conferencing
- ELA: Implement a new supplementary phonics program with a scope and sequence that more closely aligns to the EOY goals/assessments

3. Social Emotional Learning, Behavior, Intervention and Special Education

- Continue to develop a Multi-Tiered System of Support team who can review academic and behavior data to assess and refine student support systems and strategies
- Deepen Response to Intervention (RtI) cycles with more kinds of academic assessment data (i.e. informal data that provides more immediate feedback) and behavior data integrated into RtI data analysis meetings; analyze data by sub-groups.
- Dean of Instruction and Students (experienced, bilingual, founding YM teacher) to focus on further developing academic and behavior Tier 1 and Tier 2 supports
- Train all teachers on Compass, a more systematic, integrated, comprehensive SEL framework and curriculum to be rolled out in English for all grades with Chinese components starting in 2019-2020
- Increase the number of sessions and time for designated ELD, and ELA intervention
- Develop a targeted and vertically aligned Chinese intervention curriculum

4. Teacher Development and Support

- Professional Learning will allocate more time to Reading and Writing instruction
- Panda maternity leave substitute will fill the Dragon class opening and so Kinder team will all be returning Yu Ming Kinder teachers
- Improve professional learning time on culturally responsive teaching (CRT) practices so that it better enables teachers to deepen affirming and relational mindsets to foster CRT best practices and strategies and more adeptly serve all students.
- Professional Learning Essential Question will be, "How does [this] meet the unique and diverse of each of my students?"
- Head of School will attend National Equity Project's 3-day Institute on "Coaching for Equity" and the Leadership Team will integrate CRT competencies into the Yu Ming teacher coaching framework
- Send 1-2 Teachers to a 2-day summer training on "Culturally Responsive Teaching and the Brain" led by Zaretta Hammond

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
YU MING CHARTER SCHOOL	Sue Park, Head of School	spark@yumingschool.org 510.452.2016

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Yu-Ming Charter School is a direct-funded, dual-immersion charter school located in Oakland serving approximately 390 students in grades K-7, and has expanded annually by one grade level to serve grades K-8 by Fall 2018. Student demographics include: 46% Asian, 34% 2+ Races, 8% White, 5% African American, 5% Hispanic, 2% Filipino of which, 6% are Students with Disabilities, 5% English Language Learners (ELL), and 14% who qualify for free/reduced lunch.

Located in Oakland, Yu Ming is the first Mandarin Immersion charter school in the state. As such, it is our mission to give children from across a wide range of ethnic, socio-economic, racial and language backgrounds the opportunity to become bilingual in Mandarin Chinese and English. We strive to nurture our students to excellence to become global citizens and the leaders of tomorrow who use their education to make a positive difference in the world. Our school design, centered on data-driven academic excellence, includes personalized, project-based, social emotional, and language immersion learning to create self-directed, purposeful, and connected learners.

Yu Ming follows a full-immersion dual-language model of instruction. In Kindergarten to Grade 2, 90 percent of instruction is in Mandarin Chinese and 10 percent is in English. The mix changes to 70 percent Mandarin Chinese and 30 percent English in grades 3 and 4. Grades 5 and 6 have a 50-50 split

in Mandarin Chinese and English. Students in grades 7 and 8 have the option of maintaining the even split or changing to a 30/70 Mandarin Chinese/English mix.

Students at Yu Ming are continuously building background knowledge and oracy. In addition, Yu Ming has adapted the Reading and Writing Workshop model to implement a challenging and rigorous immersion-balanced literacy program in which students have numerous opportunities to demonstrate all three modes of communication: interpersonal, interpretive, and presentation. Yu Ming's Kindergarten program focuses on oral proficiency within a developmentally appropriate early-literacy program. In both English and Chinese classrooms, the school has developed a leveled reading system supplemented by a leveled online reading platform. Yu Ming has also built a vertically articulated grade level writing system with a common framework to model writing, guide practice, and support all students. In addition to the Workshop model, Yu Ming teachers use a range of instructional approaches, including direct instruction, guided and independent practice, small-group and one-on-one instruction, technology enhanced personalization, and inquiry and problem-based learning, to provide students multiple avenues for accessing, understanding, and applying new knowledge and skills.

Yu Ming features enriching classes that build language proficiency and cross-cultural fluency through hands-on and authentic learning experiences in Chinese and English. Enrichment classes include Visual and Performing Arts, Choral and Instrumental Music, Design Lab, Journalism, and Chinese Drama. Yu Ming's extended program also has multiple offerings from which students can choose, including chess, Chinese Go, Spanish, hands-on science, outdoor education, robotics, and abacus. Middle School students also participate in week-long expeditions of learning that take them out of the classroom and into the community to explore, art, music, science, technology and service projects.

LCAP Highlights

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

Yu Ming Charter School is deeply committed to continue with the same goals, and hold everyone at the school accountable for analyzing student data and using the data to drive instruction. Our LCAP goals are as follows:

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

GOAL #2: Provide all students with high quality instruction, a rigorous standards-aligned curriculum in a Chinese immersion educational program through student-centered/student driven learning experiences that will prepare all students to strive/excel as biliterate critical thinkers, problem solvers, community minded, diligent and independent learners, and innovators in an ever-changing Global world. (Charter Petition Goals 1-4)

GOAL #3: Engage parents, families and community members as partners through education, communication and collaboration in order to provide all students with a safe, welcoming and inclusive, and positive learning environment. Charter Petition Goal #5)

New for 2017-18:

- Yu Ming Charter School implemented Compass SEL Curriculum and Framework in Middle School.
- The Instructional Leadership Team engaged in the Relay Instructional Leadership Professional Development Series (ILPD) to better lead Data Driven Instructional Systems and Teacher Coaching (Observation and Feedback). All teachers were assigned a coach and together engaged in weekly or biweekly observation, feedback, and data planning meetings.
- Response to Intervention cycles were deepened to build the foundation for a MTSS approach with more kinds of academic assessment data and behavior data integrated into RtI data analysis meetings and intervention resources (i.e. after school boost, school-day push-in and pullout small group interventions) for Math, English Language Arts, and Chinese Language Arts.

Review of Performance

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

Greatest Progress

Yu Ming Charter School is proud of its Performance for the following State Indicators:

- Suspension: "Blue" Performance Level
- ELA CAASP: "Blue" Performance Level
- Math CAASPP: "Blue" Performance Level

All Local Indicators were "Met."

Yu Ming Charter School has implemented a strength-based understanding of student needs. At the Elementary School level, our staff has implemented "Responsive Classroom and Restorative Practices:" relationship building with students that include positive supports, logical restorative practices.

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

Greatest Needs

Yu Ming Charter School does not have any state or local performance indicators identified as greatest needs.

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

Performance Gaps

Yu Ming Charter School does not have any student group that meets this criteria.

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

Increased or Improved services

See DIISUP section.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 5,451,968
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$3,695,286

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

Included in General Fund Budget Expenditures but not included in the LCAP include, but are not limited to, the following costs associated with operating the Yu Ming Charter School Program

- Auxiliary Staff Members (Subs, Office staff, janitorial, misc. after school staff.)
- Staff Benefits (H&W, Workers Comp)
- Supplies including; student, curriculum, books, project, office, custodial, etc.
- General Insurance costs
- Legal/Audit Fees
- Various non-instructional and instructional consultants
- ACOE Oversight Fee
- Financial Consultants

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$3,481,835

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Maintain CAASPP ELA distance from Level (DFL) 3 Scale Scores: +15 DFL3	+78.7 points above DFL3 – Outcome Met
Maintain CAASPP Math distance from Level (DFL) 3 Scale Scores: +15 DFL3	+58.6 points above DFL3 – Outcome Met
Increase attendance rates: >96%	2016-17 ADA: 97.3% - Outcome Met
Decrease Chronic Absenteeism rates: (1% decline annually): 4%	2016-17: Chronic Absenteeism Rate: 4.4% - Outcome Not Met

Expected

Actual

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2016-17 CHRONIC ABSENTEEISM			
	CUMULATIVE ENROLLEMENT	COUNT	RATE
ALL	365	16	4.4%
AFRICAN-AMERICAN	14	3	21.4%
ASIAN	164	8	4.9%
HISPANIC	18	0	0.0%
WHITE	36	2	5.6%
2+ RACES	125	2	1.6%
ENGLISH LEARNERS	46	2	4.3%
SOC. ECON DISADV.	34	4	11.8%
SPED	23	1	4.3%

Maintain Middle School Dropout Rates: NA

2016-17: 0% Outcome Met

% of students access to a broad course of study: 100%

2017-18: 100% - Outcome Met

Increase % of Grade 5 students who meet all 6 areas in the HFZ on the PFT.

2016-17: 82%

Increase % of Grade 7 students who meet all 6 areas in the HFZ on the PFT.

Not Applicable. YMCS did not serve Grade 7 in 2016-17

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></p> <p>Yu Ming Charter School will employ the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.</p> <ol style="list-style-type: none"> 22 Classroom Teachers that are appropriately credentialed and assigned. 3 Enrichment Instructors: Art, Music, PE 8 Instructional Assistants Leadership Team: in charge of meeting weekly to review school data; student achievement data; assess impact of academic and social-emotional interventions; and 	<p><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></p> <p>Yu Ming Charter School employed the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.</p> <ol style="list-style-type: none"> 22 Classroom Teachers that are appropriately credentialed and assigned. 3 Enrichment Instructors: Art, Music, PE that are appropriately credentialed and assigned. 8 Instructional Assistants and 2 Assistant Teachers. Leadership Team: in charge of meeting weekly to review school data; student achievement data; assess impact of academic and 	<ol style="list-style-type: none"> \$1,317,868 \$124,500 \$339,645 \$423,411 \$280,159 \$235,895 <p>Total Benefits \$504,365</p> <p>LCFF Base</p> <ol style="list-style-type: none"> 1100, 1103 1100 1300 2100 (except 2103) 1148, 1300, 2103 1148, 1300, 2100, 5869 <p>Total Benefits 3000</p>	<ol style="list-style-type: none"> \$1,426,933 \$107,275 \$101,577 \$466,972 \$725,513 \$280,049 <p>1.\$53,239 LCFF S/C, Remainder LCFF Base</p> <p>2.Local revenue sources</p> <p>3.\$40,000 LCFF S/C, Remainder LCFF Base</p> <p>4.LCFF Base</p> <p>5.\$26,761 LCFF S/C, remainder LCFF Base</p> <p>6.SPED</p> <ol style="list-style-type: none"> 1.1000s 3000s 2.1000s 3000s 3.1000s 2000s 3000s 4.1000s 3000s

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ensure schoolwide policies and procedures are adhered to:</p> <ul style="list-style-type: none"> • Head of School • Director of Upper School: Principal of Grades 4-7 • Director of Lower School: Principal of Grades K-3 • Director Student Support Services: SPED, MTSS, Data Management <p>5. Classified staff: cover both school sites</p> <ul style="list-style-type: none"> • Business Manager: HR, CALPADS, Attendance, etc. • Operations Coordinator: Enrollment, Registration • Health Services Coordinator • After School Program Coordinator • Family Liaison • Janitorial Staff (1 FTE) • Lunch/playground Supervision staff (2 PTE) <p>6. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP:</p> <ul style="list-style-type: none"> • Special Education Coordinator 	<p>social-emotional interventions; and ensure schoolwide policies and procedures are adhered to:</p> <ul style="list-style-type: none"> • Head of School • Director of Upper School: Principal of Grades 4-7 • Director of Lower School: Principal of Grades K-3 • Director Student Support Services: SPED, MTSS, Data Management <p>5. Classified staff: cover both school sites</p> <ul style="list-style-type: none"> • Business Manager: HR, CALPADS, Attendance, etc. • Operations Coordinator: Enrollment, Registration • Health Services Coordinator • Extended Care Program Coordinator (2 PTE) • Family Liaison • Janitorial Staff (2 FTE) • Lunch/playground Supervision staff (2 PTE) <p>6. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP:</p>		<p>5.2000s 3000s 6.1000s 2000s 3000s 5000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Educational Specialist • Instructional Assistant • School Psychologist • Speech Pathologist • School Counselor • Special Education Contractors (i.e. Occupational Therapist) 	<ul style="list-style-type: none"> • Special Education Coordinator • Educational Specialist • Instructional Assistant • School Psychologist - contracted • Speech Pathologist • School Counselor • Special Education Contractors (i.e. Occupational Therapist) • Behavior Aides (2) 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ASSESSMENTS</u></p> <p>1. Yu Ming Charter School staff will implement multiple types of assessments in order to monitor each student’s: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> • NWEA MAP ELA & MATH: Grades 5-7 • ELA Fountas & Pinnell (Reading): Grades K-7 • CLA Leveled Chinese (Reading): Grades K-7 • CLA Listening, Speaking, Reading (Early Language Listening & Oral proficiency (ELLOPA): Grades K-2 • CLA Listening, Speaking, Reading STAMP 4Se: Grades 3-7 • Spring Presentation of Learning: Grades K-7 • Learning Headquarters writing assessment in Chinese and English: Grades K-7 	<p><u>ASSESSMENTS</u></p> <p>1. Yu Ming Charter School staff has administered multiple types of assessments in order to monitor each student’s: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> • NWEA MAP ELA & MATH: Grades 6-7 • ELA Fountas & Pinnell (Reading): Grades K-7 • CLA Leveled Chinese (Reading): Grades K-7 • CLA Listening, Speaking, (Early Language Listening & Oral proficiency (ELLOPA): Grades K-1 • CLA Listening, Speaking, Reading, Writing: STAMP 4Se: Grades 2, 4, 6 • CLA Listening, Speaking, Reading, Writing: STAMP 4S: Grade 7 • Spring Presentation of Learning: Grades K-7 	<p>15,000</p> <p>LCFF Base</p> <p>5878</p>	<p>1.\$12,983</p> <p>2.\$200, Staff Time accounted for above</p> <p>1.Lottery</p> <p>2.LCFF Base</p> <p>1.4000s & 5000s</p> <p>2.4000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2. In addition, Yu Ming Charter School students will also participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> • CAASPP ELA & Math: Grades 3-7 • CELDT: Initial only • ELPAC: ELL students only • CA Science Test (CAST): Grades 5 • Physical Fitness Test (PFT): Grades 5,7 	<ul style="list-style-type: none"> • Learning Headquarters writing assessment in Chinese and English: Grades K-7 <p>2. In addition, Yu Ming Charter School students will also participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> • CAASPP ELA & Math: Grades 3-7 • CELDT: Initial only • ELPAC Summative: ELL students only • CA Science Test (CAST): Grades 5 • Physical Fitness Test (PFT): Grades 5,7 		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ACADEMIC & SOCIAL EMOTIONAL INTERVENTIONS & SUPPORT</u></p> <p>Yu Ming Charter School will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. Yu Ming Charter School Coordinator of Student Support Services will be designing and formalizing the MTSS Process. Plans to modify existing data cycles from 3 times/year to 4 times/year; in order to provide targeted academic and social interventions and support. MTSS Process will be initiated in Fall 2017, combining SST and RTI into this formalized program.</p> <ul style="list-style-type: none"> The EL Coordinator and 2 Instructional Assistants will assist classroom teachers in providing academic intervention and supports for unduplicated pupils. 	<p><u>ACADEMIC & SOCIAL EMOTIONAL INTERVENTIONS & SUPPORT</u></p> <p>The foundation for a formalized MTSS program was established with our Director of Student Support Services leading data cycles of inquiry and intervention cycles that integrated multiple data points for targeted academic and social interventions and support on a trimester basis. The DSSS attended MTSS trainings, built a team, and designed the structure and systems for full implementation in 2018-2019. Yu Ming has made steady progress towards building our MTSS program and has received a grant for further MTSS training and implementation. We made the decision to maintain and deepen our trimester data cycle rather than increase to 4 times per year.</p> <p>EL Coordinator with 2 Assistant Teachers and 8 Instructional Assistants provided academic support.</p> <p>The Family Liaison provided targeted family support for unduplicated pupils</p>	<p>\$112,500</p> <p>LCFF S&C</p> <p>2100, 5814</p>	<p>Staff noted accounted for in Goal 1, Action 1</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STRATEGIC PLANNING</u></p> <ol style="list-style-type: none"> Leadership team will collaborate with Governing Board and stakeholders in developing a schoolwide action plan that is data-driven, with benchmarks dates that is reported and revised annually. Leadership Team will address monthly growth targets/benchmarks outlined in the Action Plan. 	<p><u>STRATEGIC PLANNING</u></p> <ol style="list-style-type: none"> The Leadership Team met with the Governing Board in August 2017 to develop our school-wide action plan and metrics. The Leadership Team met on a weekly basis to monitor student progress. 	<p>\$0</p> <p>Staff Salaries, See Goal 1 Action 1</p> <p>Staff Salaries, See Goal 1 Action 1</p>	<p>1&2. Leadership team accounted for in Goal 1, Action 1</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>FACILITIES</u></p> <p>The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's program:</p> <ol style="list-style-type: none"> 1. Annual facility leasing cost for both school sites. 2. Costs for facility upgrades and/or expansion, maintenance/repairs. 3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required. 4. Costs for facilities consultant to project manage paths for facility expansion; and acquiring facility sites. 	<p><u>FACILITIES</u></p> <p>The following actions and services are required in order to: ensure safe, and well-maintained school facility sites; and appropriate classroom space to implement the school's program:</p> <ol style="list-style-type: none"> 1. Annual facility leasing cost for both school sites from the Oakland Diocese. 2. Costs for facility upgrades and/or expansion, maintenance/repairs: repainting, flooring, replace all bulletin boards, window coverings, electrical, plumbing repairs, re-wiring for internet. 3. Facility Inspection (FIT) report was completed. 4. The services of an architect were acquired to develop a master plan for acquiring a facility, conceptual site plan and design services. 	<p>\$529,785</p> <p>LCFF Base</p> <p>5500, 5610, 5615, 5821, 5910</p>	<p>1.\$427,977</p> <p>2.Facility upgrades included with lease cost</p> <p>3.FIT reported included as part of staff time</p> <p>4.\$30,750</p> <p>1.SB740, LCFF Base</p> <p>4.LCFF Base</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>COURSE ACCESS:</u></p> <p>In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study beyond core subjects to include:</p> <ul style="list-style-type: none"> • K-8 (ES/MS): Visual & Performing Arts, Choral & Instrumental Music • 6-8 (MS): Drama (Chinese); Design Lab (English/Chinese); PE, Journalism (Chinese); Chinese History and Geography (Chinese); Spanish, Musical Instruments, Yearbook, Coding, Art, Student Led Inquiry, and Spanish. 	<p><u>COURSE ACCESS:</u></p> <p>In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study beyond core subjects which currently include:</p> <ul style="list-style-type: none"> • K-8 (ES/MS): Visual & Performing Arts, Choral & Instrumental Music • 6-8 (MS): Design Lab (English/Chinese), PE, Journalism (Chinese); Spanish, Musical Instruments, Yearbook, Coding, Art, Contemporary China (Chinese), Student Led Inquiry 	<p>\$0</p> <p>Staff Salaries, See Goal 1 Action 1</p> <p>Staff Salaries, See Goal 1 Action 1</p>	<p>Staff Time (Goal 1, Action 1) + \$3,122</p> <p>LCFF Base</p> <p>4000s</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions and services listed in Goal #1 were implemented with fidelity. The use and implementation of academic and social-emotional interventions were based on assessment findings, SST, and meetings with families/parents.

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

Yu Ming Charter School has implemented a data-driven culture. Students are consistently assessed in ELA, Math, and Chinese Language Arts, that drive instructional decision-making, identification for intervention services, and/or SST, to ensure the academic, social-emotional and/or behavioral needs of all students are met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material variances noted.

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

Goal 1, Action 1 will be modified to disaggregate a school's base program funded under LCFF Base Funds; and staffing principally directed towards unduplicated students funded with LCFF S&C Funds. The AMO for Chronic Absenteeism will need to be revised based on the 2016-17 chronic absenteeism rates.

Goal 2

Provide all students with high quality instruction, a rigorous standards-aligned curriculum in a Chinese immersion educational program through student-centered/student driven learning experiences that will prepare all students to strive/excel as biliterate critical thinkers, problem solvers, community minded, diligent and independent learners, and innovators in an ever-changing Global world. (WASC Action Plan # 5, 7; Charter Petition Goals 1-4)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1, 2

Annual Measureable Outcomes

Expected

Actual

% of students with access to standards-aligned instructional materials: 100%

100% Outcome Met

Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.

ELA	3
ELD	3
MATH	4
NGSS	3
HISTORY	3

% of teachers who are appropriately credentialed and assigned: 100%

100% Outcome Met

Expected

Actual

% of EL who progress in English Proficiency:>60%(<5yrs),6%(5yr+)

2017-18: 68%

Increase English Learner reclassification rate: 35%

2017-18: 42%

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:</p> <ul style="list-style-type: none"> • CCSS ELA, Chinese Language Arts (CLA) • Immersion Balanced Literacy • Project-based Learning (PBL) • Data Cycles of inquiry • MTSS • Diversity & Inclusion • Social-emotional Learning • Personalized and Differentiated Instruction 	<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year included:</p> <ul style="list-style-type: none"> • CCSS ELA, Chinese Language Arts (CLA) • Immersion Balanced Literacy • Project-based Learning (PBL) • Data Cycles of inquiry • MTSS • Diversity & Inclusion • Social-emotional Learning • Personalized and Differentiated Instruction <p>2. Professional development for all teachers took place during the academic year, as follows:</p>	<p>\$43,046</p> <p>LCFF Base</p> <p>5200, 5300, 5863, 5864</p>	<p>\$14,648</p> <p>LCFF Base</p> <p>5000s</p> <p>*Other professional development was included as part of the cost for assesments and/or curriculum</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2. Professional development for all teachers will take place during the academic year, as follows:</p> <ul style="list-style-type: none"> • 5 Days of Pre-Service Staff Development (i.e. Team building, Positive classroom and school culture, Immersion Balanced Literacy) • 1 Non-instructional day for Staff Development (i.e. Understanding by Design and Project Based Learning, Culturally Responsive Teaching) • Weekly Friday Afternoon (1:30-4:00pm) Staff Development (i.e. Oracy, Readers and Writers Workshop, Curriculum Mapping, Data Cycles of Inquiry, PBIS) • Lower School Weekly (90 mins) Grade Level Professional Learning Communities (i.e. Data Cycles of Inquiry, Summit Learning Units, Data-Driven Instructional Planning, RTI) • Upper School Daily Common Planning (30-60 mins) Time (i.e. Developing Units of Inquiry, Assessment, Effective Mentorship and Advisory, RTI) 	<ul style="list-style-type: none"> • 5 Days of Pre-Service Staff Development (i.e. Team building, Positive classroom and school culture, Immersion Balanced Literacy) • 1 Non-instructional day for Staff Development on Culturally Responsive Teaching • Weekly Friday Afternoon (1:30-4:00pm) Staff Development (i.e. Oracy, Readers and Writers Workshop, Curriculum Mapping, Data Cycles of Inquiry, PBIS) • Lower School Weekly (90 mins) Grade Level Professional Learning Communities (i.e. Data Cycles of Inquiry, Data-Driven Instructional Planning, RTI) • Upper School Daily Common Planning (30-60 mins) Time (i.e. Developing Units of Inquiry, Assessment, Effective Mentorship and Advisory, RTI) <p>3. Members of our teaching staff and/or Leadership team attended the following conferences:</p> <ul style="list-style-type: none"> • Learning Headquarters 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3. Members of our teaching staff and/or Leadership team plan to attend in the following conferences:</p> <ul style="list-style-type: none"> • Responsive Classroom • Learning Headquarters • National Chinese Language Conference • CA. Charter Schools Conference • Summit Basecamp Training • Relay GSE Leverage Leadership 	<ul style="list-style-type: none"> • National Chinese Language Conference • CA. Charter Schools Conference • Compass Camp (Social-emotional learning) • Summit Basecamp Training • Relay GSE Leverage Leadership • 1-non instructional day for staff development: Culturally Responsive Teaching • Stanford World Language Project • Lower School: Weekly grade level PLC • Weekly (90 min) Grade level PLC • MS Advisor Collaboration time (30 min) 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ELD PROGRAM</u></p> <p>Yu Ming Charter School will review and revise its EL Master Plan to align with the CDE’s recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school’s EL and CELDT Coordinator (Credentialed teachers) will administer the CELDT, and ELPAC. The principal and teachers will review, analyze and closely monitor the academic progress of all EL students using multiple forms of data from assessments to ensure academic growth in ELA and math using Learning Headquarters Writing Assessments, Fountas & Pinnell, Raz Kids.</p>	<p><u>ELD PROGRAM</u></p> <p>Yu Ming’s EL Coordinator in collaboration with our English Department Head and Director of Upper School have been engaged in transitioning our school from the CELDT to the ELPAC assessment system for English Learners. Newly identified ELLs were given the CELDT and all ELL's were given the ELPAC summative. The EL coordinator and English Department Head reviewed YM's current ELD curriculum and recommended purchasing additional supplemental materials that better served our students. All ELL were provided pullout services by the EL coordinator, a different classroom teacher and assistant teacher and the focus of instruction was on speaking and listening. Student progress was monitored throughout the year to identify students who might be re-designated by ensuring they are in the best leveled group for academic growth.</p>	<p>\$0</p> <p>Staff Salaries, See Goal 1 Action 1</p> <p>Staff Salaries, See Goal 1 Action 1</p>	<p>\$134.13</p> <p>4000s, 5000s LCFF Base</p> <p>*Personnel time accounted for in Goal 1, Action 1</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>CURRICULUM</u></p> <p>Every student has access to standards-aligned curriculum. Yu Ming Charter School will purchase the following additional standards-aligned curriculum and/or supplemental instructional materials and subscriptions:</p> <ul style="list-style-type: none"> • Level Chinese (subscription) • Joy Reader (subscription) • Better Immersion Curriculum • Chinese Leveled texts • Fountas & Pinnell Leveled Literacy Intervention Programs • English Leveled texts • English Non-fiction texts • English classroom literature books • Flocabulary (subscription) • Brain Pop (subscription) • Headsprout: Reading/Phonics (subscription) • Raz Kids (subscription) • English Phonics Hero (subscription) • Amplify Science Curriculum • Science Lab Materials 	<p><u>CURRICULUM</u></p> <p>Every student has access to standards-aligned curriculum. Yu Ming Charter School purchased the following additional standards-aligned curriculum and/or supplemental instructional materials and subscriptions:</p> <ul style="list-style-type: none"> • Level Chinese (subscription) • Joy Reader (subscription) • Better Immersion curriculum • Chinese Leveled texts • Fountas & Pinnell Leveled Literacy Intervention Programs • English leveled texts • English Non-fiction texts • English classroom literature books • Flocabulary (subscription) • Brain Pop (subscription) • Headsprout: Reading/Phonics (subscription) • Raz Kids (subscription) • English Phonics Hero (subscription) • Amplify Science curriculum 	<p>\$96,856</p> <p>LCFF Base</p> <p>4100, 4320, 4325, 4326, 4335, 4346, 4410, 4420</p>	<p>\$21,723</p> <p>LCFF Base & Lottery 4000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Zearn Math (subscription) 	<ul style="list-style-type: none"> Science Lab materials Zearn Math (subscription) FOSS Kit for Gr. 1-4 Learning Headquarters: Grades K-7 English & Chinese English classroom library books Content Literature connected to Social Sciences Math manipulatives PE equipment Art materials 		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>TECHNOLOGY</u></p> <p>In order to provide all students with access to digital media, our school will implement the following:</p> <ol style="list-style-type: none"> 1. Purchase the following devices: Chromebooks / Laptops, replacement technology 2. The Head of School will also develop an annual needs assessment for future purchases and upgrades. 3. Contract IT services for installation, and tech support or employ a PT Technology Specialist. 	<p><u>TECHNOLOGY</u></p> <p>In order to provide all students with access to digital media, our school has implemented the following:</p> <ol style="list-style-type: none"> 1. Purchased the following devices: Chromebooks / Laptops, replacement technology 2. The Head of School and Technology Specialist have developed an annual needs assessment for future purchases and upgrades. 3. YMCS has both contracted IT services; and Technology Specialist. 	<p>\$40,300</p> <p>LCFF Base, Local Revenues</p> <p>2000, 4420, 5887</p>	<p>1.\$37,616</p> <p>2.\$21,500</p> <p>\$19,540</p> <p>1.-3.LCFF Base</p> <p>1.4000s</p> <p>2.2000s</p> <p>3.5000s</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STUDENT ENGAGEMENT</u></p> <p>In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <p>Elementary School (ES) Program (Grades K-5) will provide:</p> <ol style="list-style-type: none"> ES students will have access to the after-school enrichment programs: Chess, Chinese Go, Spanish, Hands-on Science, Outdoor education, robotics, and abacus. ES students will participate in at least 2 field trips during the school year. ES students will perform in at least 3 Music Concerts and Art Shows. <p>The Middle School (MS) Program (Grades 6-7) will provide:</p> <ol style="list-style-type: none"> MS students will develop their personalized Bilingual Portfolio and 	<p><u>STUDENT ENGAGEMENT</u></p> <p>In order to provide students with relevant learning experiences outside of the classroom, our school provided the following:</p> <p>The Elementary School (ES) Program (Grades K-5) provides:</p> <ol style="list-style-type: none"> ES students had access to the after-school enrichment programs: Chess, Chinese Go, Spanish, Hands-on Science, Outdoor education, robotics, and abacus. ES students participated in at least 2 field trips during the school year. ES students have performed in 3 Music Concert. <p>The Middle School (MS) Program (Grades 6-7) provides:</p> <ol style="list-style-type: none"> Access to after-school enrichment program. The Instructional Leadership Team has begun to develop the personalized Bilingual Portfolio, Graduate Profile, and graduation 	<p>\$0 Staff Salaries, See Goal 1 Action 1 \$14,637 (Art & Music Supplies) \$2,732 (PE Supplies) \$31,000 (Field Trips) \$60,255 (Enrichment Consultants)</p> <p>LCFF Base</p> <p>Staff Salaries, See Goal 1 Action 1 4326, 4335, 5830, 5854</p>	<p>ES</p> <ol style="list-style-type: none"> \$17,000, 5000s, Fundraising Personnel time accounted for in Goal 1, Action 1. Music accounted for in Course Access MS \$15,000, 5000s, LCFF Base & Fundraising Leadership team accounted for in Goal 1, Action 1 &6. Music accounted for in course access Staff time <p>Field Trips: \$86,102, 5000s, LCFF Base & Local revenue sources</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>oral portfolio as part of graduation requirements, in preparation for high school.</p> <ol style="list-style-type: none"> 2. MS students will participate in two week-long expeditions that take the classroom outdoors into the community to complete student-selected service projects that integrate the arts or science. 3. MS students will participate in 3-5 day overnight trips focused on team-building, community service, and/or environmental education. 4. MS students will participate in student-initiated clubs during lunch-time (ex. cooking club, photography, journalism, etc.). 5. MS students will have access to the Extended Day Program that will include: Jazz Ensemble (Oaktown Jazz); Musical Instruments; and Sports Program (MSSL). 6. MS students will perform in Music Concerts and Art Shows. 7. Yu Ming will develop the following to prepare its students for High School. <ul style="list-style-type: none"> • Articulation with High Schools 	<p>defense system with the support of a consultant.</p> <ol style="list-style-type: none"> 3. Grade 6 students participated in two 1-week long expedition and Grade 7 students in one 1-week long that explored the arts, music or sciences. 4. Grade 7 students participated in a 14-day study tour of China 5. Students in grades 5-7 have access to musical instruments weekly. 6. Middle School students have performed in 3 musical concerts and 2 art shows. 7. The Leadership Team has begun work on preparing students for the transition to High School by surveying middle school families on their most likely high school options and has begun meeting with a couple area high schools to explore developing high school articulation and continued immersion-level Chinese learning pathways. High School placement counseling will occur in the fall for our first group of 2019 Grade 8 graduates. 		

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

- High School placement counseling
- Immersion-level Chinese learning pathways

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions and services listed in Goal #1 were implemented with fidelity.

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

Yu Ming Charter School has heavily invested in a robust Professional Development program for all teachers; and on standards-aligned curriculum and supplemental resources for all students, which has resulted in positive student academic achievement on both internal assessments, state mandated assessments, CAASPP, and the CA Dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material variances noted.

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

Minor changes will be made to the actions/services based on stakeholder input, and findings from assessment data (student results). Modifications to the chronic absenteeism rate will also be made as a result of the 2016-17 chronic absenteeism rates.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: 1, 3, 6

Annual Measureable Outcomes

Expected	Actual
Parent involvement through input in decision-making via Family Support Organization & Family Support Council: Met	Outcome Met
Parent involvement will include opportunities for participation in programs for unduplicated students: Met	Outcome Met
Maintain suspension rates: <1%	2016-17: Outcome Met

Expected

Actual

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2016-17 SUSPENSION			
	CUMULATIVE ENROLLEMENT	COUNT	RATE
ALL	365	1	0.3%
AFRICAN-AMERICAN	14	0	0.0%
ASIAN	164	0	0.0%
HISPANIC	18	0	0.0%
WHITE	36	0	0.0%
2+ RACES	125	1	0.8%

Maintain expulsion rates: <1%

2016-17: 0% - Outcome Met

Administer Facility Inspection Tool (FIT): Score Good or Better

2018 FIT Score Alcatraz Site: Good – Outcome Met
2018 FIT Score MLK Site: Good – Outcome Met

Increase parent participation rate on parent survey:

2017-18 parent participation rate: 70%

Increase student participation rate on student survey:

2017-18 student participation rate: 90% (Grades 5-7)

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SCHOOL CLIMATE & SAFETY</u></p> <p>Yu Ming Charter School will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> 1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school’s entire staff will be trained on the School Safety Plan, and monthly drills will take place. 2. The Leadership Team will develop a supervision schedule that includes supervision of students before/during and after-school. 3. Yu Ming Charter School has implemented Toolbox, a social and emotional learning program that includes self-regulation tools. Teachers will receive PD to support students in the use of these tools. 	<p><u>SCHOOL CLIMATE & SAFETY</u></p> <p>Yu Ming Charter School has implemented the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> 1. The Leadership Team has reviewed and revised the Comprehensive School Safety Plan. The school’s entire staff was trained on the School Safety Plan, and monthly drills have taken place. 2. The Leadership Team developed a supervision schedule that included supervision of students before/during and after-school. 3. Yu Ming Charter School has implemented Toolbox, a social and emotional learning program that includes self-regulation tools. Teachers received PD to support students in the use of these tools. 	<p>\$0</p> <p>Staff Salaries, See Goal 1 Action 1</p> <p>Staff Salaries, See Goal 1 Action 1</p>	<p>1,2.Staff Time Goal 1, Action 1</p> <p>3.Staff Time Goal 1, Action 1</p> <p>4.Staff Time Goal 1, Action 1</p> <p>5.\$229</p> <p>6-9.Staff Time Goal 1, Action 1</p> <p>5.LCFF Base</p> <p>5.5000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4. MS: Advisory curriculum includes the Habits of Success. Advisors will meet with students 4 times a week to provide 1-on-1 mentoring to students to ensure growth.</p> <p>5. ES: New ES teachers will receive Responsive Classroom training.</p> <p>6. ES: Teachers will continue using CARES as part of Responsive Classroom.</p> <p>7. ES: In a Responsive Classroom – morning meetings class ritual will be consistently implemented in each classroom.</p> <p>8. ES: Community Meetings will continue with cross grade families that meet together bi-weekly. During these meetings Toolbox tools will be reinforced and kindness recognized.</p> <p>9. MS: Community Meetings will continue on a weekly basis. During</p>	<p>4. Yu Ming piloted a new social emotional learning approach and curriculum called Compass in Middle School and began to send a teacher and school leaders to training. Training will be deepened in 18-19 through participation in a Compass implementation cohort of schools and implementation of the curriculum will be extended to G3-5.</p> <p>5. ES: New ES teachers received Responsive Classroom training.</p> <p>6. The CARES program was phased out and replaced with 4 Be's: Be kind, be responsible, Be respectful and Be safe.</p> <p>7. Morning meetings were implemented in each classroom.</p> <p>8. ES: Community Meetings took place with cross grade families that meet together bi-weekly. During these</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>these meetings, Toolbox tools will be reinforced, student leaders will lead community-building games and Student's Habits of Success will be recognized.</p>	<p>meetings Toolbox tools were reinforced and kindness recognized. Community Meetings incorporated monthly Cultural Celebration & Inclusion lessons led by students and community members.</p> <p>9. MS: Community Meetings continued on a weekly basis. During these meetings, Compass Framework was reinforced, student leaders led community-building games and Student's Habits of Success were recognized. Community Meetings incorporated monthly Cultural Celebration & Inclusion lessons led by students and community members.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u></p> <p>Yu Ming Charter School provides (or will provide) the following opportunities to engage parents as partners in their child’s education. They include:</p> <ol style="list-style-type: none"> 1. Volunteer opportunities during schoolwide events and/or in the classroom assisting teachers. All volunteers will undergo a live-scan and TB testing. 2. Yu Ming Charter School employs a family liaison to facilitate parent meetings, schoolwide events and communicate with parents. Primary role is to target unduplicated students. 3. Parent workshops on the following topics as requested by parents: <ul style="list-style-type: none"> • How to support my child in Chinese Immersion • Technology • Bilingual Literacy 	<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u></p> <p>Yu Ming Charter School provided the following opportunities to engage parents as partners in their child’s education. They included:</p> <ol style="list-style-type: none"> 1. Yu Ming has continued to make consistent progress with providing multiple parent participation opportunities which include the following: chaperoning field trips, volunteering in classrooms to support student achievement (small group reading support, small group oral practice support, material preparation for classes), being a room parent for your child's class (coordinating communication to all parents and getting parents to sign up for volunteering.), classroom read-in, lunch volunteers, classroom set up and school spruce-up days at the beginning of the year. Parents who undergo livescan 	<p>\$0</p> <p>Staff Salaries, See Goal 1 Action 1</p> <p>Staff Salaries, See Goal 1 Action 1</p>	<p>1.\$200 – Estimate of livescan and TB test reimb.</p> <p>2,4,5.Staff Time Goal 1, Action 1</p> <p>6.\$120</p> <p>7.\$3,342</p> <p>1,6,7.LCFF Base</p> <p>1.5000s</p> <p>6.5000s</p> <p>7.5000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Positive Discipline • CAASPP results <ol style="list-style-type: none"> 4. Parent Teacher Conferences will occur twice in the school year. All parents are required to attend these conferences. 5. An annual parent survey is administered to provide the school with feedback. 6. A weekly schoolwide newsletter and classroom newsletter 7. The school website and social media is updated on a regular basis as a method to communicate with parents. 	<p>and TB test may request to get reimbursed by the school.</p> <ol style="list-style-type: none"> 2. The Family Liaison has supported parent engagement and participation so that all families can access school resources and support their student’s academic success. 3. Parent workshops on the following topics took place: <ul style="list-style-type: none"> • How to support my child in Chinese Immersion • Technology • Bilingual Literacy • Positive Discipline • CAASPP results • Attendance 4. Parent Teacher Conferences occurred twice this past school year. All parents were required to attend these conferences. 5. An annual parent survey was administered to provide the school with feedback. 		

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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6. A weekly schoolwide newsletter and classroom newsletter were disseminated.
7. The school website is currently being redesigned.

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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS</u></p> <ol style="list-style-type: none"> 1. Playworks – provides recess team coaching (culture building). 2. Partnership with Taipei Economic and Cultural Office, which provides Mandarin interns. 	<p><u>PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS</u></p> <p>Partnerships with Playworks and TECO continued and benefited Yu Ming students.</p> <ol style="list-style-type: none"> 1. Playworks comes monthly to support our PE teacher in planning and coaching around group games. 2. Our school hired 8 interns from the University of Taiwan. Interns support student achievement in grades K-5. 	<ol style="list-style-type: none"> 1. \$18,000 2. \$0 Staff Salaries, See Goal 1 Action 1 <ol style="list-style-type: none"> 1. LCFF Base 2. Staff Salaries, See Goal 1 Action 1 <ol style="list-style-type: none"> 1. 5822 2. Staff Salaries, See Goal 1 Action 1 	<ol style="list-style-type: none"> 1.\$18,000 2.\$17,600 <ol style="list-style-type: none"> 1.LCFF Base 2.LCFF Base <ol style="list-style-type: none"> 1.5000s 2.2000s

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PARENT INPUT IN DECISION-MAKING</u></p> <p>At Yu Ming Charter School, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> • Family Support Organization: meetings take place every other month • Family Support Council: Monthly 	<p><u>PARENT INPUT IN DECISION-MAKING</u></p> <p>At Yu Ming Charter School, parent input in decision-making has taken place through the following:</p> <ul style="list-style-type: none"> • Family Support Organization: meetings take place every other month • Family Support Council: Monthly 	<p>\$0</p> <p>Staff Salaries, See Goal 1 Action 1</p> <p>Staff Salaries, See Goal 1 Action 1</p>	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions and services were implemented with fidelity to achieve the articulated goal.

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

Yu Ming Charter School has developed positive relationships with parents, providing numerous resources for families with unduplicated students (low-income, foster youth, and EL), including employing a family liaison to engage these parents at the school and provide resources.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material variances noted.

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

Minor changes will be made to the actions/services based on stakeholder input, and findings from assessment data (student results). Action 3 will no longer continue for the 2018-19 school year.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Yu Ming Charter School consulted with the following stakeholders as part of the planning process for this LCAP/Annual Review and Analysis as follows:

Students

Student surveys in grades 5-7 were administered in March 5-9.

Student Focus Groups for grades 6-7: March 6

Families

Family Coffees: 9/1/17, 9/15/17, 9/22/17, 12/1/17, 2/12/18, 4/25/18, 4/26/18, 5/21/18 5/24/18

Family Support Organization Council Meetings: 7/19/17, 9/26/17, 10/25/17, 11/29/17, 2/28/18, 4/17/18, 5/19/18

Family Support Organization General Meetings: 9/27/17, 1/25/18, 5/24/18

Family Surveys: 2/5/18-2/15/18, 4/17/18-4/27/18

Staff

Staff Meetings: 8/25/17, 9/8/17, 11/17/17, 12/8/17, 3/2/17, 4/27/18, 5/11/18, 6/8/18

Instructional Leadership Team Meetings: 8/11/17, 8/23/17, 1/8/18, 1/22/18, 2/5/18, 2/26/18, 3/26/18, 4/2/18, 4/23/18, 5/7/18, 5/14/18, 5/25/18, 6/4/18

Staff Survey: 1/29-2/2, 5/11/18

Board:

Head of School Updates at Board Meetings: 8/26/17, 10/19/17, 12/14/17, 3/3/18, 5/10/18

Impact on LCAP and Annual Update

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

Yu Ming Charter School received the following feedback which has been incorporated in the LCAP for the upcoming year.

Teachers:

- Deeper training support for staff and students on social-emotional learning and skills.
- Continued focus on personalized learning, increasing student engagement and differentiated instruction.
- Continued focus on meeting the needs of all students especially students that need additional academic and social support.

Parents:

- Acquire a long-term facility for the school community.
- Increased focus on social emotional learning in all grades.
- Continued school and family focus diversity, equity, and inclusion.

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7, 8

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain CAASPP ELA distance from Level (DFL) 3 Scale Scores:	+78.7 DFL3	Maintain +20 points above DFL3	Maintain +20 points above DFL3	Maintain +20 points above DFL3
Maintain CAASPP Math distance from Level (DFL) 3 Scale Scores:	+58.6 DFL3	Maintain +20 points above DFL3	Maintain +20 points above DFL3	Maintain +20 points above DFL3
Increase attendance rates:	97.3%	>96%	>96%	>96%
Decrease Chronic Absenteeism rates: (1% decline annually)	4.4%	4%	3.5%	3%
Maintain Middle School Dropout Rates:	0%	0%	<1%	<1%
% of students access broad course of study:	100%	100%	100%	100%
Increase % of Grade 5 students who meet all 6 areas in the HFZ on the PFT.	82%	82.5%	83%	83.5%
Increase % of Grade 7 students who meet all 6 areas in the HFZ on the PFT.	NA	PFT results will serve as baseline	Will establish annual growth target once baseline results are reported.	Will establish annual growth target once baseline results are reported.

Planned Actions / Services

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

STAFF TO SUPPORT SCHOOL'S PROGRAM

Yu Ming Charter School will employ the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.

1. 22 Classroom Teachers that are appropriately credentialed and assigned.
2. 3 Enrichment Instructors: Art, Music, PE
3. 8 Instructional Assistants
4. Leadership Team: in charge of meeting weekly to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to:
 - Head of School
 - Director of Upper School: Principal of Grades 4-7
 - Director of Lower School: Principal of Grades K-3

2018-19 Actions/Services

STAFF TO SUPPORT SCHOOL'S BASE PROGRAM

Yu Ming Charter School will employ **24 appropriately credentialed teachers** and a **Director for Lower School (K-2); and Director for the Upper School: (3-8)** as part of the school's base program.

2019-20 Actions/Services

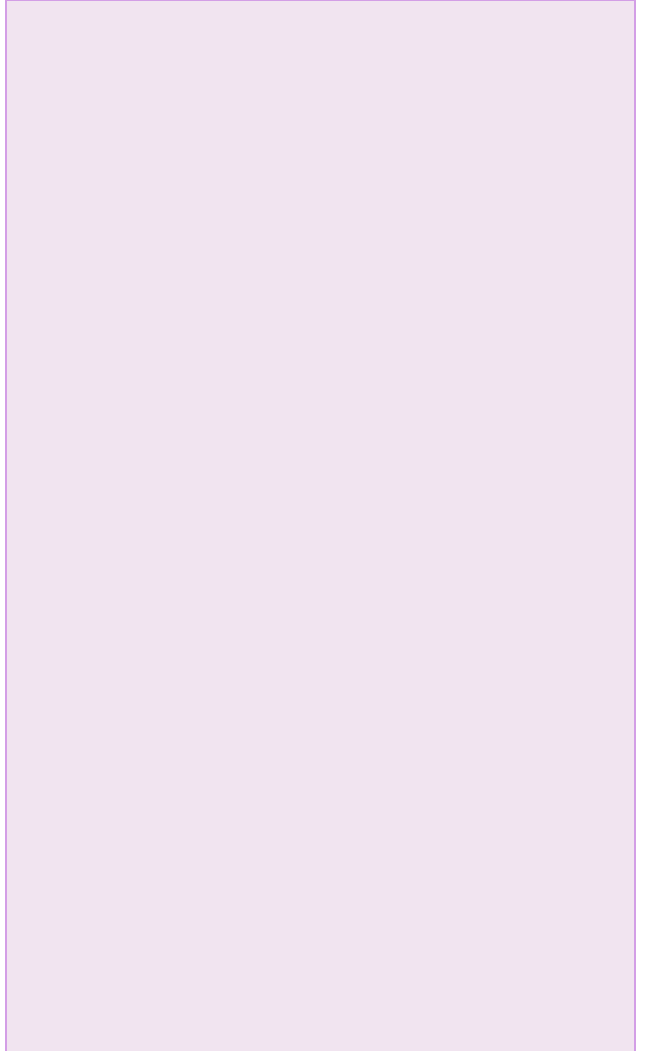
2017-18 Actions/Services

- Director Student Support Services: SPED, MTSS, Data Management
5. Classified staff: cover both school sites
- Business Manager: HR, CALPADS, Attendance, etc.
 - Operations Coordinator: Enrollment, Registration
 - Health Services Coordinator
 - After School Program Coordinator
 - Family Liaison
 - Janitorial Staff (1 FTE)
 - Lunch/playground Supervision staff (2 PTE)
6. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP:
- Special Education Coordinator
 - Educational Specialist
 - Instructional Assistant
 - School Psychologist
 - Speech Pathologist
 - School Counselor
 - Special Education Contractors (i.e. Occupational Therapist)

2018-19 Actions/Services



2019-20 Actions/Services



Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$1,317,868 2. \$124,500 3. \$339,645 4. \$423,411 5. \$280,159 6. \$235,895 Total Benefits \$504,365	\$1,751,294	
Source	LCFF Base	LCFF BASE	
Budget Reference	1. 1100, 1103 2. 1100 3. 1300 4. 2100 (except 2103) 5. 1148, 1300, 2103 6. 1148, 1300, 2100, 5869 Total Benefits 3000	1000s, 3000s	

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

ASSESSMENTS

2018-19 Actions/Services

ASSESSMENTS

2019-20 Actions/Services

2017-18 Actions/Services

1. Yu Ming Charter School staff will implement multiple types of assessments in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.
 - NWEA MAP ELA & MATH: Grades 5-7
 - ELA Fountas & Pinnell (Reading): Grades K-7
 - CLA Leveled Chinese (Reading): Grades K-7
 - CLA Listening, Speaking, Reading (Early Language Listening & Oral proficiency (ELLOPA): Grades K-2
 - CLA Listening, Speaking, Reading STAMP 4Se: Grades 3-7
 - Spring Presentation of Learning: Grades K-7
 - Learning Headquarters writing assessment in Chinese and English: Grades K-7
2. In addition, Yu Ming Charter School students will also participate in the following state-mandated assessments:
 - CAASPP ELA & Math: Grades 3-7
 - CELDT: Initial only
 - ELPAC: ELL students only
 - CA Science Test (CAST): Grades 5

2018-19 Actions/Services

- Yu Ming Charter School staff will continue to implement multiple types of assessments, in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.
- NWEA MAP ELA & Math: Grades 6-8
 - ELA Fountas & Pinnell: K-8
 - CLA Leveled Chinese (Reading): Grades K-8
 - CLA Listening, Speaking, (Early Language Listening & Oral proficiency (ELLOPA): Grades K-1
 - CLA Listening, Speaking, Reading, Writing, STAMP 4Se: Grades 2, 4, 6
 - CLA Listening, Speaking, Reading, Writing, STAMP 4s: Grade 8
 - Spring Presentation of Learning: Grades K-8
 - Learning Headquarters writing assessment in Chinese and English: Grades K-8
- In addition, YMCS will administer the following state-mandated assessments:
- ELPAC: Initial & Summative for ELL
 - CAASPP: ELA & Math – Grades 3-8

2019-20 Actions/Services

2017-18 Actions/Services

- Physical Fitness Test (PFT): Grades 5,7

2018-19 Actions/Services

- CA Science Test: Grades 5 & 8
- Physical Fitness Test: Grades 5 & 7

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$16,000	
Source	LCFF Base	Lottery	
Budget Reference	5878	4000s	

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Yu Ming Charter School will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. Yu Ming Charter School **Coordinator of Student Support Services** will be designing and formalizing the MTSS Process. Plans to modify existing data cycles from 3 times/year to 4 times/year; in order to provide targeted academic and social interventions and support. MTSS Process will be initiated in Fall 2017, combining SST and RTI into this formalized program.

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

2018-19 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:

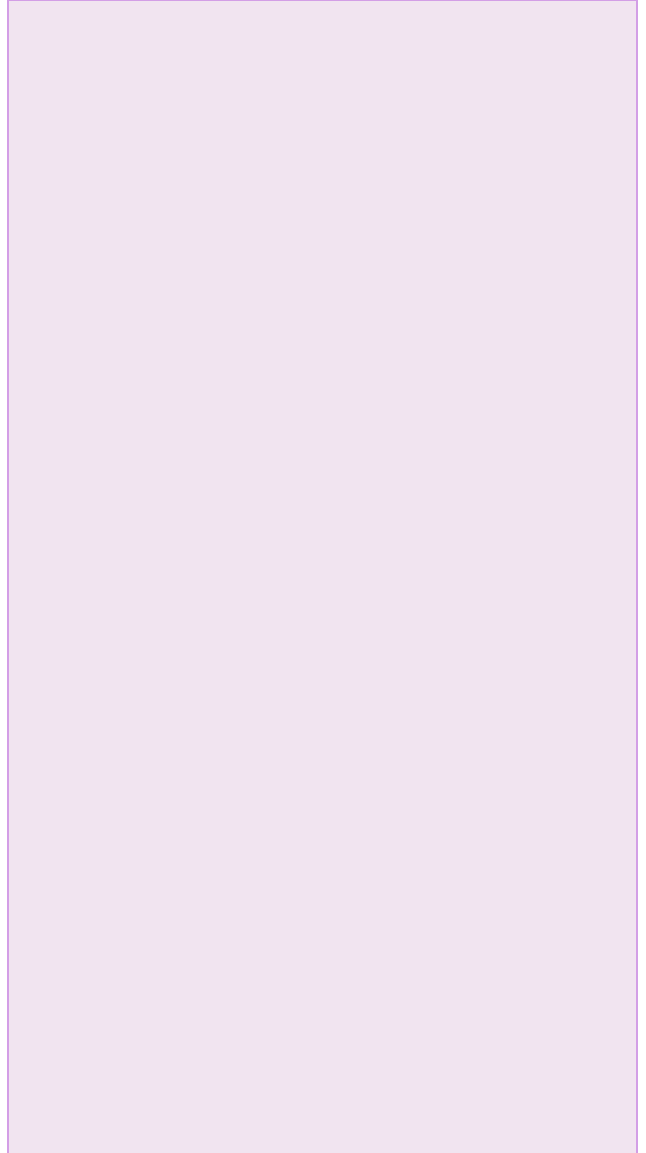
Yu Ming Charter School will continue to align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps. The following staff will provide intervention services during the school day:

- **Chinese Intervention Teacher**
- **English Intervention Teacher**
- **Chinese Intervention Assistant**
- **English Intervention Assistant**
- **6 Instructional Assistants that will be placed in classrooms**

Yu Ming Charter School will provide **BOOST after-school academic tutoring** for struggling students led by credentialed teachers and Instructional Assistants, **daily for 30 minutes**. Each day will focus on a different subject. The after school program will employ:

- **Upper School Extended Care Program Manager**

2019-20 Actions/Services



2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<ul style="list-style-type: none"> • Lower School Extended Care Program Manager 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$112,500	\$193,496	
Source	LCFF S&C	\$125,000 LCFF S/C, Remainder LCFF Base	
Budget Reference	2100, 5814	1000s, 2000s, 3000s	

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

STRATEGIC PLANNING

2018-19 Actions/Services

STRATEGIC PLANNING:

2019-20 Actions/Services

2017-18 Actions/Services

1. Leadership team will collaborate with Governing Board and stakeholders in developing a schoolwide action plan that is data-driven, with benchmarks dates that is reported and revised annually.
2. Leadership Team will address monthly growth targets/benchmarks outlined in the Action Plan.

2018-19 Actions/Services

- Leadership team will collaborate with Governing Board and stakeholders in developing a schoolwide action plan that is data-driven, with benchmarks dates that is reported and revised annually.
- Leadership Team will address monthly growth targets/benchmarks outlined in the Action Plan.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	Directors accounted for in Action 1. \$139,510	
Source	Staff Salaries, See Goal 1 Action 1	LCFF Base	
Budget Reference	Staff Salaries, See Goal 1 Action 1	1000s, 3000s	

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

FACILITIES:

2018-19 Actions/Services

FACILITIES:

2019-20 Actions/Services

2017-18 Actions/Services

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's program:

1. Annual facility leasing cost for both school sites.
2. Costs for facility upgrades and/or expansion, maintenance/repairs.
3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.
4. Costs for facilities consultant to project manage paths for facility expansion; and acquiring facility sites.

2018-19 Actions/Services

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's program:

- Leasing costs for 2 facility sites
- Annual FIT Report
- Upgrades, maintenance, repairs may include:
 - Replace broken window frames and install safety film
 - Prop 39e energy efficient upgrades (light fixtures, solar)
 - Remove and replace K-2 playground structure
 - Minor building maintenance projects (i.e. repair benches)

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$529,785	\$656,396	
Source	LCFF Base	SB740, Prop 39 Clean Energy, LCFF Base	

Year	2017-18	2018-19	2019-20
Budget Reference	5500, 5610, 5615, 5821, 5910	5000s, 6000s	

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

COURSE ACCESS:
In order to prepare all students for the careers of the 21st century, it is critical that

2018-19 Actions/Services

COURSE ACCESS – COURSES BEYOND CORE OFFERED TO ALL STUDENTS:

2019-20 Actions/Services

2017-18 Actions/Services

our school provide students with access to a broad course of study beyond core subjects to include:

- K-8 (ES/MS): Visual & Performing Arts, Choral & Instrumental Music

6-8 (MS): Drama (Chinese); Design Lab (English/Chinese); PE, Journalism (Chinese); Chinese History and Geography (Chinese); Spanish, Musical Instruments, Yearbook, Coding, Art, Student Led Inquiry, and Spanish.

2018-19 Actions/Services

In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study beyond core subjects to include:

- K-8 (ES/MS): Visual & Performing Arts, Choral & Instrumental Music, Physical Education
- Grade 5: Design Lab
- Grades 6-8 (MS): Design Lab; Journalism (Chinese); Contemporary China (Chinese); Spanish, Musical Instruments, Yearbook, Coding, Art, Student-Led Inquiry (English & Chinese)
- Enrichment Instructors (Art, Music, P.E.): 3.5

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$155,167	
Source	Staff Salaries, See Goal 1 Action 1	LCFF Base, Local Revenue Sources	

Year	2017-18	2018-19	2019-20
Budget Reference	Staff Salaries, See Goal 1 Action 1	1000s, 3000s, 4000s	

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified (Action 3)

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<p><u>EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u></p> <p>Upon a review and analysis of our school’s student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students.</p> <p>Yu Ming will employ the following staff to support the social-emotional needs and PBIS program:</p> <ul style="list-style-type: none"> • Dean of Students and Instruction (K-2) and Dean of Students (3-8) – coaches teachers on addressing positive student behavior and behavioral challenges. • Behavior Specialist (K-2): push-in support, working with teachers, develop behavior plans tier 1 for students w/o IEP, works with the Dean (see Goal 1, Action 7) • Health Services Coordinator

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$182,024	

Year	2017-18	2018-19	2019-20
Source		LCFF Base	
Budget Reference		1000s, 2000s, 3000s	

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS: El Dorado SELPA

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>SPED Team: to provide instructional and social emotional supports as outlined in the student’s IEP:</p> <ul style="list-style-type: none"> • Director of Special Education • Educational Specialist (2) • Instructional Assistant • Behavior Aide • Speech Pathologist • Counselor • Behavior Aides (2) • Contracted Services: Occupational Therapist, Board-Certified Behavior Analyst, School Psychologist 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$302,557	
Source		1000s, 2000s, 3000s, 5000s	
Budget Reference		SPED, LCFF Base	

Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 2

Provide all students with high quality instruction, a rigorous standards-aligned curriculum in a Chinese immersion educational program through student-centered/student driven learning experiences that will prepare all students to strive/excel as biliterate critical thinkers, problem solvers, community minded, diligent and independent learners, and innovators in an ever-changing Global world. (WASC Action Plan # 5, 7; Charter Petition Goals 1-4)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students with access to standards-aligned instructional materials:	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.	ELA	3	ELA	4
	ELD	3	ELD	4
	MATH	4	MATH	4
	NGSS	3	NGSS	3
	HISTORY	3	HISTORY	3
% of teachers who are appropriately credentialed and assigned.	100%	100%	100%	100%
% of EL who progress in EL Proficiency:	69%	68%	Spring 2018 ELPAC results will serve as a baseline	Will develop annual growth targets once baseline results are reported
Increase English Learner reclassification rate:	31%	42%	Baseline	Establish AMO

Planned Actions / Services

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

PROFESSIONAL DEVELOPMENT

2018-19 Actions/Services

PROFESSIONAL DEVELOPMENT TO BE PROVIDED:

2019-20 Actions/Services

2017-18 Actions/Services

1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:
 - CCSS ELA, Chinese Language Arts (CLA)
 - Immersion Balanced Literacy
 - Project-based Learning (PBL)
 - Data Cycles of inquiry
 - MTSS
 - Diversity & Inclusion
 - Social-emotional Learning
 - Personalized and Differentiated Instruction
2. Professional development for all teachers will take place during the academic year, as follows:
 - 5 Days of Pre-Service Staff Development (i.e. Team building, Positive classroom and school culture, Immersion Balanced Literacy)

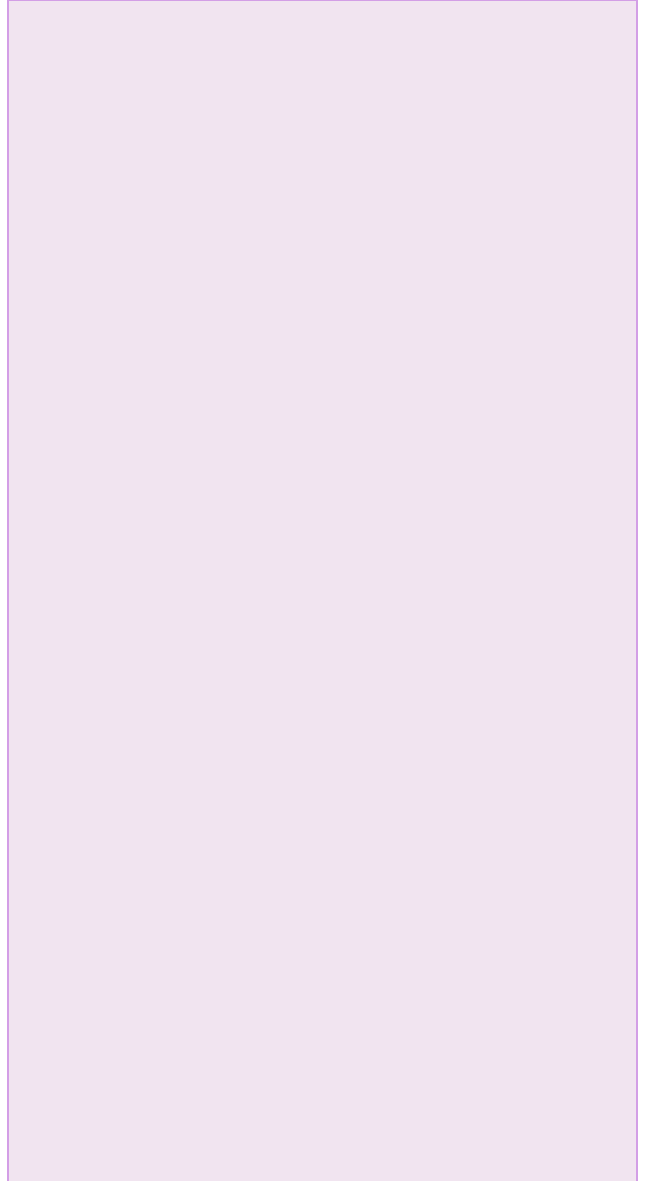
2018-19 Actions/Services

In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:

- CCSS ELA, Chinese Language Arts (CLA)
- Immersion Balanced Literacy: Readers and Writers Workshop
- Project-based Learning (PBL)
- Data Cycles of inquiry
- Multi-Tiered System of Support (MTSS)
- Culturally Responsive Teaching, Diversity & Inclusion
- Social-Emotional Learning (i.e. Compass, Responsive Classroom)
- Personalized and Differentiated Instruction
- Science and Social Studies Instruction

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

2019-20 Actions/Services



2017-18 Actions/Services

- 1 Non-instructional day for Staff Development (i.e. Understanding by Design and Project Based Learning, Culturally Responsive Teaching)
 - Weekly Friday Afternoon (1:30-4:00pm) Staff Development (i.e. Oracy, Readers and Writers Workshop, Curriculum Mapping, Data Cycles of Inquiry, PBIS)
 - Lower School Weekly (90 mins) Grade Level Professional Learning Communities (i.e. Data Cycles of Inquiry, Summit Learning Units, Data-Driven Instructional Planning, RTI)
 - Upper School Daily Common Planning (30-60 mins) Time (i.e. Developing Units of Inquiry, Assessment, Effective Mentorship and Advisory, RTI)
3. Members of our teaching staff and/or Leadership team plan to attend in the following conferences:
- Responsive Classroom
 - Learning Headquarters
 - National Chinese Language Conference
 - CA. Charter Schools Conference
 - Summit Basecamp Training

2018-19 Actions/Services

- 8 Days of Pre-Service Staff Development
 - 1 Non-instructional day for Staff Development
 - Weekly Friday Staff Development
 - Weekly Grade Level Professional Learning Communities
 - Middle School Advisor Collaboration Time
- Members of our teaching staff and/or Leadership team plan to attend the following conferences:
- MTSS Training
 - Responsive Classroom
 - Learning Headquarters
 - National Chinese Language Conference
 - CA. Charter Schools Conference
 - Summit Basecamp Training
 - UnboundEd Standards Institute
 - PBL World, Buck Institute
 - Relay GSE Leverage Leadership
 - Compass SEL Framework
 - Wilson reading intervention
 - National Equity Project, Coaching for Equity
 - El Dorado SELPA Teacher Academy

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- Relay GSE Leverage Leadership

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$43,046	\$57,000	
Source	LCFF Base	MTSS, LCFF Base	
Budget Reference	5200, 5300, 5863, 5864	5000s	

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

ELD PROGRAM

Yu Ming Charter School will review and revise its EL Master Plan to align with the

2018-19 Actions/Services

ELD PROGRAM

Yu Ming Charter School will review and revise its EL Master Plan to align with the

2019-20 Actions/Services

2017-18 Actions/Services

CDE's recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school's EL and CELDT Coordinator (Credentialed teachers) will administer the CELDT, and ELPAC. The principal and teachers will review, analyze and closely monitor the academic progress of all EL students using multiple forms of data from assessments to ensure academic growth in ELA and math using Learning Headquarters Writing Assessments, Fountas & Pinnell, Raz Kids.

2018-19 Actions/Services

CDE's recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school's **EL Coordinator** will administer the ELPAC Initial and Summative Assessment. Yu Ming Charter School will deploy English Teachers to provide ELD Designated Instruction that will take place approximately for 30 minutes: 2-3 times/week.

The Directors/Principal, EL Coordinator, and teachers will review, analyze and closely monitor the academic progress of all EL students using multiple forms of data from assessments to ensure academic growth in ELA and math using the intervention programs listed under "curriculum." (Goal 2, Action 3)

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	Staff Time accounted for in Goal #1, \$3,000	
Source	Staff Salaries, See Goal 1 Action 1	LCFF Base	
Budget Reference	Staff Salaries, See Goal 1 Action 1	4000s	

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

CURRICULUM

2018-19 Actions/Services

CORE CURRICULUM TO BE PURCHASED:

2019-20 Actions/Services

2017-18 Actions/Services

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

- Level Chinese (subscription)
- Joy Reader (subscription)
- Better Immersion Curriculum
- Chinese Leveled texts
- Fountas & Pinnell Leveled Literacy Intervention Programs
- English Leveled texts
- English Non-fiction texts
- English classroom literature books
- Flocabulary (subscription)
- Brain Pop (subscription)
- Headsprout: Reading/Phonics (subscription)
- Raz Kids (subscription)
- English Phonics Hero (subscription)
- Amplify Science Curriculum
- Science Lab Materials
- Zearn Math (subscription)

2018-19 Actions/Services

Every student has access to standards-aligned curriculum. Yu Ming Charter School will purchase the following standards-aligned curriculum:

- **Better Immersion Curriculum**
- **Chinese Leveled texts**
- **Level Chinese (subscription)**
- **Learning Headquarters Writing**
- **Chinese Content books for G8**
- **English Guided Reading books**
- **English Non-fiction texts**
- **English classroom library books**
- **English class novel sets**
- **Content Literature connected to Social Sciences**
- **Science Lab Materials**
- **FOSS kits**
- **Amplify Science Curriculum**
- **Mathematics manipulatives**
- **Physical Education Equipment**
- **Art Materials**

The following is a list of supplemental and/or intervention instructional materials.

- **Joy Reader (subscription)**
- **Reading A to Z (Digital)**
- **Brain Pop (subscription)**
- **Flocabulary (subscription)**

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<ul style="list-style-type: none"> • Lexia Core5 (subscription) • Raz Kids for K-2 (subscription) • Headsprout for K-1 (subscription) • HeidiSongs Sight Words for K-2 (subscription) • HeidiSongs Letters for K (subscription) • Vocabulary Spelling City for G3-5 (subscription) • Newsela Pro for G2-8 (subscription) • Zearn Math for K-5 (subscription) • Wilson Language Training • STC Science Kits 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$96,856	\$26,000. Some items have no cost associated with them as they are "OER"'s	
Source	LCFF Base	LCFF Base	
Budget Reference	4100, 4320, 4325, 4326, 4335, 4346, 4410, 4420	4000s	

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

TECHNOLOGY

2018-19 Actions/Services

TECHNOLOGY

2019-20 Actions/Services

2017-18 Actions/Services

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

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

2018-19 Actions/Services

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

- **50 Chromebooks**
- **Chromebook Cart (Grade 3)**
- **2 Video Cameras**
- **2 Photo Cameras**
- **10 Teacher iPads**
- **10 iPad Document Camera stands**

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,300	\$20,000	
Source	LCFF Base, Local Revenues	LCFF Base	

Year	2017-18	2018-19	2019-20
Budget Reference	2000, 4420, 5887	4000s	

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

STUDENT ENGAGEMENT

In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:

Elementary School (ES) Program (Grades K-5) will provide:

1. ES students will have access to the after-school enrichment programs: Chess, Chinese Go, Spanish, Hands-on Science, Outdoor education, robotics, and abacus.
2. ES students will participate in at least 2 field trips during the school year.
3. ES students will perform in at least 3 Music Concerts and Art Shows.

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

1. MS students will develop their personalized Bilingual Portfolio and oral portfolio as part of graduation

2018-19 Actions/Services

STUDENT ENGAGEMENT

In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:

Elementary School (ES) Program (Grades K-5) will provide:

- ES students will have access to the after-school enrichment programs: Chess, Chinese Go, Spanish, Hands-on Science, Outdoor education, robotics, and abacus.
- ES students will participate in at least 2 field trips during the school year.
- ES students will perform in at least 3 Music Concerts and Art Shows.
- ES students in G4-5 will participate in 2-3 day overnight trips focused on team-building, historical education, environmental education.
- ES students will have access to after-school clubs: Choir, Math Olympiads

2019-20 Actions/Services

2017-18 Actions/Services

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

2018-19 Actions/Services

The Middle School (MS) Program (Grades 6-8) will provide:

- MS students will have access to the after-school enrichment programs: Chess, Chinese Go, Outdoor Education, etc.
- MS students will have access to the Extended Day Program that will include: Jazz Band, Sports Program (MSSL), Choir, Math Olympiads
- MS students will develop their personalized Bilingual Portfolio and Portfolio Defense as part of graduation requirements, in preparation for high school.
- MS students will participate in one week-long expedition intersession that explores the arts, music, sciences, technology, or service.
- MS students in G6 and 8 will participate in a 4-5 day overnight trip focused on team-building, community service, and/or environmental education.
- MS students in G7 will participate in a 14 day overnight international study tour in China focused on language & cultural education,

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<p>Chinese family homestay and community service.</p> <ul style="list-style-type: none">• MS students will participate in student-initiated clubs during lunch-time (ex. cooking club, photography, journalism, etc.).• MS students will perform in Music Concerts and Art Shows.• MS students will have access to after-school social engagements with one another and students from other middle schools during school dances.• Yu Ming will develop the following to prepare its students for High School: Articulation with High Schools, Immersion-level Chinese learning pathways, Advisory curriculum and mentoring to support High School transition

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0 Staff Salaries, See Goal 1 Action 1 \$14,637 (Art & Music Supplies) \$2,732 (PE Supplies) \$31,000 (Field Trips) \$60,255 (Enrichment Consultants)	\$174,257 + Staff time accounted for in Goal #1	
Source	LCFF Base	LCFF Base, Local Revenue Sources	
Budget Reference	Staff Salaries, See Goal 1 Action 1 4326, 4335, 5830, 5854	4000s, 5000s	

Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6
Local Priorities: 1, 3, 6

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement through input in decision-making via Family Support Organization & Family Support Council.	Met	Met	Met	Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement will include opportunities for participation in programs for unduplicated students.	Met	Met	Met	Met
Maintain suspension rates:	0%	<1%	<1%	<1%
Maintain expulsion rates:	0%	<1%	<1%	<1%
Administer Facility Inspection Tool (FIT): Score Good or Better	Exemplary	Good	Good	Good
Increase parent participation rate on parent survey:	Administered	70%	71%	72%
Increase student participation rate on student survey:	Administered	90%	>90%	>90%

Planned Actions / Services

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

SCHOOL CLIMATE & SAFETY

Yu Ming Charter School will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,

1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.
2. The Leadership Team will develop a supervision schedule that includes supervision of students before/during and after-school.
3. Yu Ming Charter School has implemented Toolbox, a social and emotional learning program that includes self-regulation tools. Teachers will receive PD to support students in the use of these tools.
4. MS: Advisory curriculum includes the Habits of Success. Advisors will meet with students 4 times a week to provide

2018-19 Actions/Services

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL

Yu Ming Charter School will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.

- Review/revise Comprehensive School Safety Plan
 - Monthly drills including active shooter
- Supervision schedule and staff
- Social Emotional Learning and Positive Behavior Coaching
 - Responsive Classroom training and coaching for teachers (K-2)
 - Responsive Classroom practices (i.e. morning meetings and rituals in all classrooms) (K-2)
 - Toolbox/Social-Emotional Learning library and lessons (K-5)
 - Diversity and Inclusion library and lessons (K-5)
- Community Meetings with grade cluster "families" to reinforce

2019-20 Actions/Services

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2017-18 Actions/Services

- 1-on-1 mentoring to students to ensure growth.
- 5. ES: New ES teachers will receive Responsive Classroom training.
- 6. ES: Teachers will continue using CARES as part of Responsive Classroom.
- 7. ES: In a Responsive Classroom – morning meetings class ritual will be consistently implemented in each classroom.
- 8. ES: Community Meetings will continue with cross grade families that meet together bi-weekly. During these meetings Toolbox tools will be reinforced and kindness recognized.
- 9. MS: Community Meetings will continue on a weekly basis. During these meetings, Toolbox tools will be reinforced, student leaders will lead community-building games and Student’s Habits of Success will be recognized.

2018-19 Actions/Services

- expectations and celebrate school rituals, culture, and SEL lessons
 - K-2 (bi-weekly)
 - Grades 3-5 (bi-weekly)
 - Grades 6-8 (bi-weekly)
- Compass Circle protocols practiced in Grades 3-8
- Middle School Advisories (G6-8) daily including 1-on-1 Mentoring, Habits of Success dispositions, Compass SEL curriculum lessons
- Development of student leadership structure that supports middle school students to take leadership at the upper school campus
- Student Leadership role is to promote positive school culture (4-8)

2019-20 Actions/Services

-

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$2,000, Staff time accounted for in Goal 1	
Source	Staff Salaries, See Goal 1 Action 1	LCFF Base, MTSS	
Budget Reference	Staff Salaries, See Goal 1 Action 1	4000s, 5000s	

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

OPPORTUNITIES FOR PARENT PARTICIPATION

2018-19 Actions/Services

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

2019-20 Actions/Services

2017-18 Actions/Services

Yu Ming Charter School provides (or will provide) the following opportunities to engage parents as partners in their child's education. They include:

1. Volunteer opportunities during schoolwide events and/or in the classroom assisting teachers. All volunteers will undergo a live-scan and TB testing.
2. Yu Ming Charter School employs a family liaison to facilitate parent meetings, schoolwide events and communicate with parents. Primary role is to target unduplicated students.
3. Parent workshops on the following topics as requested by parents:
 - How to support my child in Chinese Immersion
 - Technology
 - Bilingual Literacy
 - Positive Discipline
 - CAASPP results
4. Parent Teacher Conferences will occur twice in the school year. All parents are required to attend these conferences.

2018-19 Actions/Services

Yu Ming Charter School provides (or will provide) the following opportunities to engage parents as partners in their child's education. They include

- **Family Liaison:** for underrepresented students (focus on recruitment, retention, parent meetings, resource support, parent communication). Primary role is to target unduplicated students (families).
- Volunteer opportunities (i.e. Room Parents, Family Support Organization Committees, Classroom Volunteers, Lunch Volunteers, etc.)
- Family workshops including:
 - Social-Emotional Learning at Yu Ming
 - Chinese Immersion Learning support
 - Computer literacy and technology support
 - Positive parenting strategies
- Back to School Night
- Parent/teacher conferences (October and March)
- Family survey (annual)
- Family Coffees with Head of School, Directors, Staff

2019-20 Actions/Services

2017-18 Actions/Services

5. An annual parent survey is administered to provide the school with feedback.
6. A weekly schoowide newsletter and classroom newsletter
7. The school website and social media is updated on a regular basis as a method to communicate with parents.

2018-19 Actions/Services

- Family Support Organization Council Meetings
- Family Support Organization General Meetings
- Equity Design Team (multi-stakeholder (board, ED, Parents) group supporting school family, and student diversity and inclusion work)
- Exhibitions of Learning with student presentations of projects
- School events (i.e. Lunar New Year, Music concerts, Art shows)

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$26,585	
Source	Staff Salaries, See Goal 1 Action 1	LCFF Base, Local Revenue Sources	
Budget Reference	Staff Salaries, See Goal 1 Action 1	2000s, 3000s	

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

**PARTNERSHIPS WITH COMMUNITY
BASED ORGANIZATIONS**

2018-19 Actions/Services

**PARTNERSHIPS WITH COMMUNITY
BASED ORGANIZATIONS**

2019-20 Actions/Services

2017-18 Actions/Services

1. Playworks – provides recess team coaching (culture building).
2. Partnership with Taipei Economic and Cultural Office, which provides Mandarin interns.

2018-19 Actions/Services

- Partnership with Taipei Economic and Cultural Office, which provides Chinese interns.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ol style="list-style-type: none"> 1. \$18,000 2. \$0 Staff Salaries, See Goal 1 Action 1 	\$0	
Source	<ol style="list-style-type: none"> 1. LCFF Base 2. Staff Salaries, See Goal 1 Action 1 		
Budget Reference	<ol style="list-style-type: none"> 1. 5822 2. Staff Salaries, See Goal 1 Action 1 		

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

PARENT INPUT IN DECISION-MAKING

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

PARENT INPUT IN DECISION-MAKING

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

At Yu Ming Charter School, parent input in decision-making will take place through the following:

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

2018-19 Actions/Services

At Yu Ming Charter School, parent input in decision-making will take place through the following:

- Family Support Organization General Meetings: Bi-monthly
- Family Support Council: Monthly
- English Language Advisory Committee: If serving 21+ EL students.
- Annual Family Survey
- Governing Board

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	Family liaison and staff time accounted for above. (Goal 3, Action 1)	
Source	Staff Salaries, See Goal 1 Action 1		
Budget Reference	Staff Salaries, See Goal 1 Action 1		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$115,011

3.42%

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

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

2017-18

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

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

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

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

2018-19

The following improved actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds.

- Goal 1, Action 1: The following staffing to provide academic intervention during the school day:
- Chinese Intervention Teacher
- English Intervention Teacher
- Chinese Intervention Assistant
- English Intervention Assistant
- 6 Instructional Assistants that will be placed in classrooms