



Board of Directors
Thursday, June 20, 2019
AGENDA ITEM INFORMATION

Agenda Item	Approval of 2019-2020 Local Control Accountability Plan (LCAP) and Annual Update
Time Allotted	
Summary	Yu Ming must annually approve a Local Control Accountability Plan (LCAP). The LCAP must be approved by the Board of Directors.
Type	Voting Item
Background	<p>The process of preparing the 2019-2020 LCAP has included:</p> <ul style="list-style-type: none"> ● Meetings with Family Support Organization (FSO) and FSO Council ● Meetings with English Learner Advisory Council (ELAC) and Equity Design Team (EDT) ● Instructional Leadership Team and Teacher engagement ● Staff, parent, and student surveys to gather data on engagement
Key Questions	<ol style="list-style-type: none"> 1. Has the school provided opportunities for stakeholders to provide input for the LCAP? 2. Are the goals of the LCAP reflective of Yu Ming's overall programmatic goals?
Attachments	2019-2020 Local Control Accountability Plan

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

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)

[California School Dashboard](#): 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 447 students in grades K-8. Student demographics include: 47% Asian, 34% 2+ Races, 8% White, 6% African American, 5% Hispanic, of which, 6% are Students with Disabilities, 7% English Language Learners (ELL), and 15% who qualify for free/reduced lunch.

It is our mission to give children from a wide range of ethnic, socio-economic, racial and language backgrounds the opportunity to become fully bilingual and biliterate in Mandarin Chinese and English. As such, we nurture our inclusive and diverse community to become empowered, engaged, and outstanding global citizens who use their education to make a difference in the world.

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 in English. In grades 3 to 4 it is 70 percent Chinese/30 percent English, grades 5-6 have a 50/50 split, and students in grades 7-8 have the option of maintaining the even split or changing to a 30/70 Chinese/English program. Our school design is centered on data-driven academic excellence and includes personalized, project-based, social emotional, and language immersion learning to foster self-directed, purposeful, and connected learners.

LCAP Highlights

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

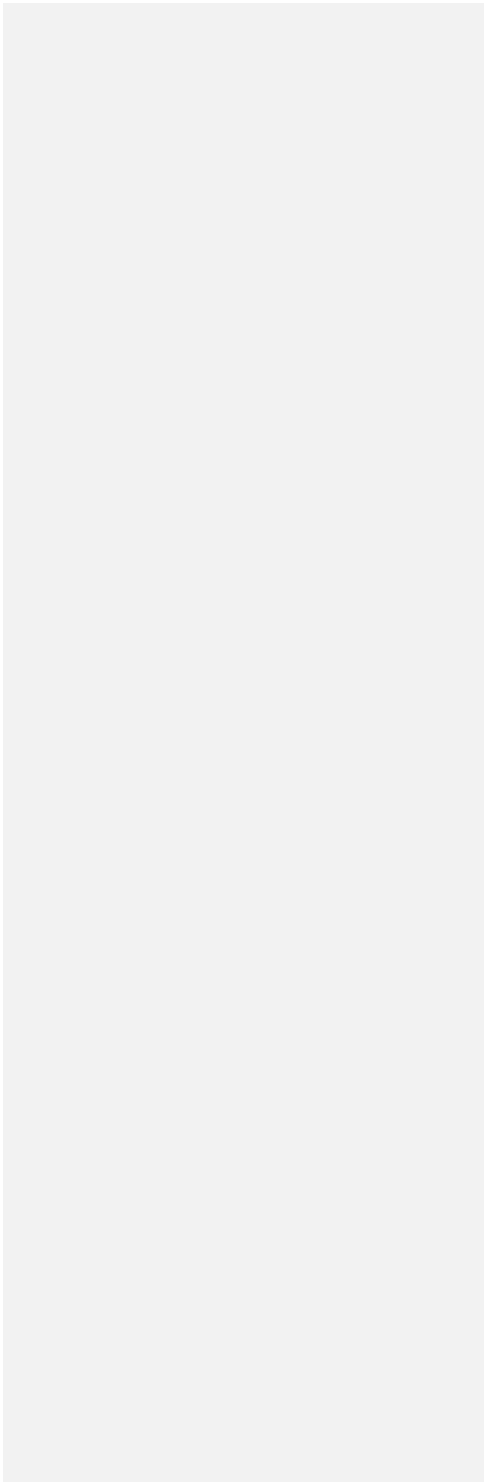
Yu Ming Charter School's LCAP reflects the impact of the use of data to inform instruction and resource allocation that includes a comprehensive list of assessments in both English and Chinese across all grade levels and disciplines; standards aligned curriculum, use of paraprofessionals and teachers in both languages to provide targeted instruction for struggling students and challenging learning environments for high achievers. This continues with robust professional learning environment that takes place year around starting in the summer prior to the start of the school year and continuing throughout the school year including non-instructional days allocated to improving outcomes using evidence-based pedagogical strategies. A Head of School is continuously developing partnerships with the community including abroad to recruit the most qualified and dedicated staff; and partners with organizations that support the school's mission and vision to provide a stellar educational program for the next generation of scholars. School Directors who provide ongoing coaching and support for all teachers through ongoing monthly and weekly classroom observation cycles.

Throughout this LCAP, actions and services were developed based on ongoing communication with stakeholders, an analysis of multiple forms of data, with the goal of implementing a Mutli-tiered System of Supports schoolwide.

Yu Ming Charter School administers a variety of assessments in ELA, Math and CLA to measure student progress and proficiency levels. Trimester data is reviewed and analyzed to assess if targets were met or whether students require intervention. Yu Ming employs Intervention teachers and assistants in Chinese and English to support and address the learning gaps of students. Students who are not meeting our outcomes or who perform below grade level receive targeted support/intervention to improve their academic performance.

SPRING 2018 ELA CAASPP MEAN SS			SPRING 2018 MATH CAASPP MEAN SS		
	2017 DFS	2018 DFS		2017 DFS	2018 DFS
ALL STUDENTS	+78.7	+96.2	ALL STUDENTS	+75	+96.2
ENGLISH LEARNERS	+48.5	+53.9	ENGLISH LEARNERS	+57.4	+87.8
SOC. ECON DISADV.	+3.5	+53.7	SOC. ECON DISADV.	+20.1	+45.1
SWD	-21.5	+13.1	SWD	-0.7	+13.9
ASIAN	+75.7	+94.6	ASIAN	+77.6	+102.2
WHITE	+91.1	+101.3	WHITE	+76.8	+98.3
2+ RACES	+91.7	+101.1	2+ RACES	+74.2	+93.2

According to this chart all student groups are performing at or above Distance from Standard (formerly Level 3). There was significant growth from 2016-17 to 2017-18 in the following student groups: Socio-economically disadvantaged; Students with Disabilities, and Asian for ELA; and for Math significant growth occurred schoolwide and among all student groups (English Learners, Socio-economically Disadvantaged, Students with Disabilities, Asian, and 2+ races). This growth resulted in "Blue" Performance Category on the CA Schools Dashboard.



Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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 fall 2018 CA Schools Dashboard earning a “Blue” Performance Category for all 4 State Indicators: Chronic Absenteeism, Suspension Rate, ELA and Math. The following chart provides a snapshot of Yu Ming Charter School’s Dashboard.

FALL 2018 CA DASHBOARD: YU MING CHARTER SCHOOL				
	CHRONIC ABSENTEEISM	SUSPENSION RATE	ELA	MATH
ALL STUDENTS	BLUE	BLUE	BLUE	BLUE
SOC. ECON DISADV.	GREEN	BLUE	--	--
ASIAN	BLUE	BLUE	BLUE	BLUE
WHITE	GREEN	ORANGE	--	--
2+ RACES	BLUE	BLUE	BLUE	BLUE

Referring to the California School Dashboard, 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 did not have any State Indicators 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.

Referring to the California School Dashboard, 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 received an “Orange” Performance Category for the Suspension Rate Indicator.

The following chart provides a snapshot of the suspension rates for the past 2 years that were used to calculate the Fall 2018 CA Schools Dashboard. In 2016-17, YMCS suspended 1 student (non-White) (out of 365 cumulative enrollment); and in 2017-18 suspended 1 student (White) from cumulative enrollment of 401 total students; and 32 White students), which resulted in an “Orange” Performance Category because Suspension Rate is a highly volatile State Indicator for small schools such as Yu Ming Charter School. Results should be interpreted with caution.

2016-17 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	365	1	1	0.3%	100.0%	0.0%
AFRICAN AMERICAN	14	0	0	0%	0%	0%
ASIAN	164	0	0	0%	0%	0%
HISPANIC	18	0	0	0%	0%	0%
WHITE	36	0	0	0%	0%	0%
2+ RACES	125	*	*	*	*	*
ELL	*	*	*	*	*	*
SOC. ECON DISADV	*	*	*	*	*	*
SPED	*	*	*	*	*	*

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	401	1	1	0.2%	100.0%	0.0%
AFRICAN AMERICAN	22	0	0	0.0%	0.0%	0.0%
ASIAN	188	0	0	0.0%	0.0%	0.0%
HISPANIC	18	0	0	0.0%	0.0%	0.0%
WHITE	32	1	1	3%	100%	0%
2+ RACES	132	0	0	0%	0%	0%
ELL	*	*	*	*	*	*
SOC. ECON DISADV	*	*	*	*	*	*
SPED	*	*	*	*	*	*

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not Applicable

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not Applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not Applicable

Annual Update

LCAP Year Reviewed: 2018-19

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Maintain CAASPP ELA distance from Level (DFL) 3 Scale Scores:
Maintain +20 points above DFL3

SPRING 2018 ELA CAASPP MEAN SS	
	DFS
ALL STUDENTS	+96.2
ENGLISH LEARNERS	+53.9
SOC. ECON DISADV.	+53.7
SWD	+13.1
ASIAN	+94.6
WHITE	+101.3
2+ RACES	+101.1

Expected

Actual

Maintain CAASPP Math distance from Level (DFL) 3 Scale Scores:
Maintain +20 points above DFL3

SPRING 2018 MATH CAASPP MEAN SS	
	DFS
ALL STUDENTS	+96.2
ENGLISH LEARNERS	+87.8
SOC. ECON DISADV.	+45.1
SWD	+13.9
ASIAN	+102.2
WHITE	+98.3
2+ RACES	+93.2

Increase attendance rates to >96%

2017-18: 98%

Decrease Chronic Absenteeism rates to 3.5%

2017-18 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE
SCHOOLWIDE	395	9	2.3%
AFRICAN AMERICAN	20	3	15.0%
ASIAN	184	2	1.1%
HISPANIC	18	2	11.1%
WHITE	32	1	3.1%
2+ RACES	132	0	0.0%
ELL	25	3	12.0%
SOC. ECON DISADV	57	5	8.8%
SPED	26	1	3.8%

Maintain Middle School Dropout Rates: <1%

2017-18: 0.3%

% of students including Unduplicated Pupils and Students with
Disabilities access broad course of study: 100%

2018-19: 100%

Expected

Actual

Increase % of Grade 5 students who meet all 6 areas in the HFZ on the PFT to 83%

2017-18: 61.4%

Increase % of Grade 7 students who meet all 6 areas in the HFZ on the PFT: Will establish annual growth target once baseline results are reported.

2017-18: 64.3%

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																									
<u>STAFF TO SUPPORT SCHOOL'S BASE PROGRAM</u> 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.	<u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u> Yu Ming Charter School employed a total of 24 teachers that were appropriately credentialed and assigned, and Director for Lower School (K-2); Director for the Upper Schools (3-8) and Head of School . Yu Ming Charter School provided all students with a longer school day, and longer school year, which included an additional 10 instructional days; 21,440 additional instructional minutes for Kindergarten; 7,880 for grades 1-3; and 4,280 for grades 4-8, as, evidenced in the following chart, which exceed the CA State requirements. <table border="1"><thead><tr><th colspan="5">INSTRUCTIONAL TIME REQUIREMENTS</th></tr><tr><th></th><th>DAYS</th><th>K</th><th>1-3</th><th>4-8</th></tr></thead><tbody><tr><td>CA REQUIRED:</td><td>175</td><td>36,000</td><td>50,400</td><td>54,000</td></tr><tr><td>YU MING</td><td>185</td><td>57,440</td><td>58,280</td><td>58,280</td></tr><tr><td>DIFFERENCE</td><td>+10</td><td>+21440</td><td>+7880</td><td>+4,280</td></tr></tbody></table>	INSTRUCTIONAL TIME REQUIREMENTS						DAYS	K	1-3	4-8	CA REQUIRED:	175	36,000	50,400	54,000	YU MING	185	57,440	58,280	58,280	DIFFERENCE	+10	+21440	+7880	+4,280	\$1,751,294 LCFF BASE 1000s, 3000s	\$2,379,967 LFCC Base 1000s, 3000s
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ASSESSMENTS</u></p> <p>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.</p> <ul style="list-style-type: none"> • NWEA MAP ELA & Math: Grades 6-8 • 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 Headquarter writing assessment in Chinese and English: Grades K-8 	<p><u>ASSESSMENTS</u></p> <p>As part of the school's data-driven culture, internal/local and benchmark assessments are essential in measuring student academic progress and identify areas for growth and achievement gaps. The following assessments were administered this year:</p> <ul style="list-style-type: none"> • NWEA MAP ELA & Math: Grades 6-8 • Fountas & Pinnell: K-8 • CLA Leveled Chinese (Reading): Grades K-8 • CLA Listening, Speaking, (Early Language Listening & Oral proficiency (ELLOPA): Grade K • 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 Headquarter writing assessment in Chinese (K-8) and English: Grades 3-8. • Interim Math Assessments: K-5 <p>In addition, YMCS administered the</p>	<p>\$16,000</p> <p>Lottery</p> <p>4000s</p>	<p>\$3,000</p> <p>Lottery</p> <p>4000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>In addition, YMCS will administer the following state-mandated assessments:</p> <ul style="list-style-type: none"> • ELPAC: Initial & Summative for ELL • CAASPP: ELA & Math – Grades 3-8 • CA Science Test: Grades 5 & 8 • Physical Fitness Test: Grades 5 & 7 	<p>following state-mandated assessments:</p> <ul style="list-style-type: none"> • ELPAC: Initial & Summative for ELL • CAASPP: ELA & Math – Grades 3-8 • CA Science Test: Grades 5 & 8 • Physical Fitness Test: Grades 5 & 7 		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></p> <p>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:</p> <ul style="list-style-type: none"> • Chinese Intervention Teacher • English Intervention Teacher • Chinese Intervention Assistant • English Intervention Assistant • 6 Instructional Assistants that will be placed in classrooms <p>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:</p>	<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></p> <p>Upon an analysis of Spring 2018 CAASPP Results (ELA/Math), internal assessments, feedback from teachers, Leadership Team, and data collected from classroom observations our school implemented the following:</p> <ul style="list-style-type: none"> • Chinese Intervention Teacher • Chinese Intervention Assistant • English Intervention Assistant: need based on student achievement data • 4 Instructional Assistants that were placed in classrooms – interns from Taiwan. YMCS applied for 6 but received 4. <p>Yu Ming Charter School provided BOOST after-school academic tutoring for struggling students led by credentialed teachers and Instructional Assistants, daily for 30-45 minutes. The after school program employed the following:</p> <ul style="list-style-type: none"> • Upper School Extended Care 	<p>\$193,496 \$125,000 LCFF S/C, Remainder LCFF Base 1000s, 2000s, 3000s</p>	<p>\$200,161 \$131,470 LCFF S/C Remainder LCFF Base 1000s, 2000s, 3000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Upper School Extended Care Program Manager • Lower School Extended Care Program Manager 	Program Manager <ul style="list-style-type: none"> • Lower School Extended Care Program Manager 		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>STRATEGIC PLANNING:</u> <ul 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. 	<u>STRATEGIC PLANNING:</u> Yu Ming Charter School's Leadership Team collaborates with the Governing Board and stakeholders in developing action plans that are data-driven, and include benchmarks, which are reported annually. The Leadership Team addresses the monthly growth targets/benchmarks outlined in the Action Plan.	Directors accounted for in Action 1. \$139,510 LCFF Base 1000s, 3000s	See Goal 1 Action 1

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>FACILITIES:</u> The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's program:</p> <ul style="list-style-type: none"> • Leasing costs for 2 facility sites • Annual FIT Report • Upgrades, maintenance, repairs may include: <ul style="list-style-type: none"> ○ 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) 	<p><u>FACILITIES</u> Yu Ming Charter School provides all students and staff with a safe, clean and functioning facility sites as measured by the Facility Inspection Tool (FIT). In addition, our school leases both school sites. Expenses include maintenance, repairs, and janitorial services.</p>	<p>\$656,396 SB740, Prop 39 Clean Energy, LCFF Base 5000s, 6000s</p>	<p>\$499,267 SB740, LCFF Base 5000s, 6000s</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>COURSE ACCESS – COURSES BEYOND CORE OFFERED TO ALL STUDENTS:</u> In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study beyond core subjects to include:</p> <ul style="list-style-type: none"> • 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 	<p><u>COURSE ACCESS – COURSES BEYOND CORE OFFERED TO ALL STUDENTS:</u> In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study beyond core subjects to include:</p> <ul style="list-style-type: none"> • 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 • Pottery Clay and Art class was added this year. 	<p>\$155,167 LCFF Base, Local Revenue Sources 1000s, 3000s, 4000s</p>	<p>See Goal 1, Action 1 \$5,000 LCFF Base 4000s</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-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) – 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 	<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u></p> <p>Yu Ming Charter School continues to strengthen and expand its social-emotional and behavioral counseling program.</p> <p>The (2) Dean of Students and Instruction (K-2) and (3-8) coaches teachers on PBIS and challenging behaviors.</p> <p>The Behavior Specialist provides push-in support for General Education students; and coaches teachers on de-escalating behavioral issues in the classroom.</p> <p>The Health Services Coordinator (LVN) works at both school sites providing first aid and diabetes care.</p>	<p>\$182,024</p> <p>LCFF Base</p> <p>1000s, 2000s, 3000s</p>	<p>\$179,387</p> <p>LCFF Base</p> <p>1000s, 2000s, 3000s</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:</u> El Dorado SELPA</p> <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 	<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE SWD:</u></p> <p>Yu Ming Charter School's SELPA provider is the El Dorado Charter SELPA. The SPED Director was responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing and contracted services.</p> <p>RSP Teachers met and planned with Upper School (G3-8) General Education Teachers in grade level teams every other week. The SPED Director and RSP teachers provided support and coaching for teachers.</p>	<p>\$302,557</p> <p>1000s, 2000s, 3000s, 5000s</p> <p>SPED, LCFF Base</p>	<p>\$198,250</p> <p>1000s, 2000s, 3000s, 4000s, 5000s</p> <p>SPED, LCFF Base</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 were implemented with fidelity to accomplish Goal #1.

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

Yu Ming Charter School administers a variety of assessments in ELA, Math and CLA to measure student progress and proficiency levels. Trimester data is reviewed and analyzed to assess if targets were met or whether students require intervention. Yu Ming employs Intervention teachers and assistants in Chinese and English to support to address the learning gaps of students. Students who are not meeting our outcomes or who perform below grade level receive targeted support/intervention to improve their academic performance.

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According to this chart all student groups are performing at or above Distance from Standard (formerly Level 3). There was significant growth from 2016-17 to 2017-18 in the following student groups: Socio-economically disadvantaged; Students with Disabilities, and Asian for ELA; and for Math significant growth occurred schoolwide and among all student groups (English Learners, Socio-economically Disadvantaged, Students with Disabilities, Asian, and 2+ races).

Action 6: Ming Charter School continues to expand the list of enrichment and/or elective courses offered to students. Our school conducts student focus groups to gather input and feedback on the school's educational program and course offerings.

For Action 7: The Behavior Specialist and Dean of Students and Instruction's role in coaching teachers has resulted in a decline in behavior referrals and an increase in academic outcomes as measured by trimester assessments.

For Action 8: As a result of our comprehensive services for Students with Disabilities in combination with our intervention programs; Students with Disabilities (SWD) have demonstrated significant growth on the ELA and Math CAASPP as evidenced in the chart in the previous page.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Action 4 will be eliminated for the 2019-20 LCAP because this action is now a standard practice at Yu Ming Charter School, and not aligned to the 8 State Priorities and/or required metrics/outcomes.

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

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

2018-19: 100%

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.

OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS	
	2018-19
ELA	4
ELD	4
MATH	4
NGSS	3
HISTORY	2
PE	3
WORLD LANG.	5

Expected	Actual
% of teachers who are appropriately credentialed and assigned: 100%	2017-18: 100% 2018-19: 100%
% of EL who progress in EL Proficiency as measured by ELPAC	2017-18: 55.6% ELPAC
Increase English Learner reclassification rate: Baseline	2017-18: 20.8% CELDT 2018-19: 57.1% ELPAC

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PROFESSIONAL DEVELOPMENT TO BE PROVIDED:</u></p> <p>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: 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, Toolbox) • Personalized and Differentiated Instruction 	<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>Yu Ming Charter School provided its teachers with ongoing professional development/learning during the summer and academic school year. During our end-of-year analysis of student achievement, feedback from teachers about professional learning, classroom observation findings, led to the need to strengthen both academic interventions and social-emotional programs. The areas of focus for professional learning this year included:</p> <ul style="list-style-type: none"> • CCSS ELA, Chinese Language Arts (CLA) • Immersion Balanced Literacy: Readers and Writers Workshop • Project-based Learning (PBL) • Data Cycles of inquiry: occurs every trimester and non-instructional day; data is disaggregated by class and grade level. Goals are developed; intervention strategies are identified and implemented, if additional support is needed the 	<p>\$57,000</p> <p>MTSS, LCFF Base</p> <p>5000s</p>	<p>\$32,000</p> <p>MTSS, LCFF Base</p> <p>5000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Science and Social Studies Instruction <p>Professional development for all teachers will take place during the academic year, as follows:</p> <ul style="list-style-type: none"> 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 <p>Members of our teaching staff and/or Leadership team plan to attend in the following conferences:</p> <ul style="list-style-type: none"> MTSS Training Responsive Classroom Learning Headquarters National Chinese Language Conference CA. Charter Schools Conference Summit Basecamp Training UnboundEd Standards Institute 	<p>student is identified for Tier 2 support. Parents are informed and tracking/monitoring takes place every 6 weeks.</p> <ul style="list-style-type: none"> Multi-Tiered System of Support (MTSS) Culturally Responsive Teaching, Diversity & Inclusion Social-Emotional Learning (i.e. Compass, Responsive Classroom, Toolbox) Personalized and Differentiated Instruction Teacher Induction expenses Weekly Grade Level Professional Learning Communities Middle School Advisor Collaboration Time <p>Members of our teaching staff and/or Leadership team attended the following conferences/workshops:</p> <ul style="list-style-type: none"> MTSS Training National Chinese Language Conference CA. Charter Schools Conference Summit Basecamp Training UnboundEd Standards Institute 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • PBL World: Buck Institute • Relay GSE Leverage Leadership • Compass SEL Framework • El Dorado SELPA Teacher Academy 		

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 Coordinator will administer the ELPAC Initial and Summative Assessment. Yu Ming Charter School will employ an EL teacher to provide ELD Designated Instruction that will take place approximately for 30 minutes: 2-3 times/week.</p> <p>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 the intervention programs listed under "curriculum." (Goal 2, Action 3)</p>	<p><u>ELD PROGRAM</u></p> <p>Yu Ming Charter School has reviewed and revised its EL Master Plan to align to the CDE/SBE Reclassification criteria, ELD standards, student performance on the ELPAC and CAASPP.</p> <p>The EL Coordinator administered the ELPAC Initial and Summative Assessment. The ELD teacher (also a classroom ELA Teacher) provided ELD Designated Instruction that will take place approximately for 30 minutes: 2-3 times/week. This year we purchased Fountas and Pinnell; ELD Curriculum; and National Geographic</p>	<p>Staff Time accounted for in Goal #1, \$3,000 LCFF Base 4000s</p>	<p>See Goal 1</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>CORE CURRICULUM TO BE PURCHASED:</u> Every student has access to standards-aligned curriculum. Yu Ming Charter School will purchase the following standards-aligned curriculum:</p> <ul style="list-style-type: none"> • 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 <p>The following is a list of supplemental</p>	<p><u>CORE CURRICULUM TO BE PURCHASED:</u> Every student has access to standards-aligned curriculum. Yu Ming Charter School will purchase the following standards-aligned curriculum:</p> <ul style="list-style-type: none"> • Better Immersion Curriculum • Chinese Leveled texts • Level Chinese (subscription) • Learning Headquarters Writing • Chinese Content books for G8 & new G1 Section • FOSS kits • Amplify Science Curriculum • Mathematics manipulatives • PE Equipment • Art Materials • Social-emotional curriculum <p>The following is a list of supplemental and/or intervention instructional materials.</p> <ul style="list-style-type: none"> • Joy Reader (subscription) • Reading A to Z (Digital) • Brain Pop (subscription) • Flocabulary (subscription) • Lexia Core5 (subscription) 	<p>\$26,000. Some items have no cost associated with them as they are "OER"'s LCFF Base 4000s</p>	<p>\$8,000 LCFF Base 4000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>and/or intervention instructional materials.</p> <ul style="list-style-type: none"> • Joy Reader (subscription) • Reading A to Z (Digital) • Brain Pop (subscription) • Flocabulary (subscription) • 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 	<ul style="list-style-type: none"> • 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) • Wilson Language Training • STC Science Kits 		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>TECHNOLOGY</u> In order to provide all students with access to digital media, our school will implement the following: <ul style="list-style-type: none"> • 50 Chromebooks • Chromebook Cart (Grade 3) • 2 Video Cameras • 2 Photo Cameras • 10 Teacher iPads • 10 iPad Document Camera stands 	<u>TECHNOLOGY</u> In order to provide all students with access to digital media, our school purchased the following: <ul style="list-style-type: none"> • 50 Chromebooks • Chromebook Cart (Grade 3) • 2 Video Cameras • 2 Photo Cameras • 10 Teacher iPads • 10 iPad Document Camera stands • Laser cutter 	\$20,000 LCFF Base 4000's	\$35,000 LCFF Base 4000s

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> <ul 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. ES students in G4-5 will participate in 2-3 day overnight trips focused on team-building, historical content education environmental education. ES students will have access to after-school clubs: Choir, Math Olympiads 	<p><u>STUDENT ENGAGEMENT</u></p> <p>Yu Ming Charter School implemented the following actions to promote positive student engagement. They include:</p> <p>Elementary School (ES) Program (Grades K-5) will provide:</p> <ul style="list-style-type: none"> ES students accessed 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 performed in at least 3 Musical Concerts and Art Shows. ES students in G5 participated in 2-3 day overnight trips focused on team-building, historical content education environmental education. ES students accessed after-school clubs: Choir, Math Olympiads 	<p>\$174,257 + Staff time accounted for in Goal #1</p> <p>LCFF Base, Local Revenue Sources</p> <p>4000s, 5000s</p>	<p>\$110, 715</p> <p>LCFF Base</p> <p>5000s</p> <p>See Goal 1 for staff time included in this action</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The Middle School (MS) Program (Grades 6-8) will provide:</p> <ul style="list-style-type: none"> 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 oral portfolio as part of graduation requirements, in preparation for high school. MS students will participate in a one week-long expedition intersession that explores the arts, music or sciences. 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 	<p>The Middle School (MS) Program (Grades 6-8) will provide:</p> <ul style="list-style-type: none"> MS students accessed the after-school enrichment programs: Chess, Chinese Go, Outdoor Education, etc. MS students accessed the Extended Day Program that included: Jazz Band, Sports Program (MSSL), Choir, Math Olympiads MS students developed their personalized Bilingual Portfolio and presented their graduate defense as part of graduation requirements, in preparation for high school. MS students participated in two week-long expedition intersession that explores the arts, music or sciences. MS students in G6 and 8 participated in a 5 day overnight trip focused on team-building, community service, and/or environmental education. MS students in G7 participated in a 14 day overnight international study tour in China focused on language & cultural education, 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>focused on language & cultural education, 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. 	<p>Chinese family homestay and community service.</p> <ul style="list-style-type: none"> MS students participated in student-initiated clubs during lunch-time (ex. cooking club, photography, journalism, etc.). MS students performed in Music Concerts and Art Shows. MS students accessed after-school social engagements with one another and students from other middle schools during school dances. Yu Ming developed 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. 		

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/services were implemented with fidelity to support Goal #2.

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

Yu Ming provides all educators with a robust professional development/learning program that takes place year around as evidenced in Goal 2, Action 1. Our school invested significantly in curricular, and supplemental materials for students to improve academic outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

Action 5 will be eliminated and will be combined with Goal 3 Action 1 because of its inter-relatedness.

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: 1, 3, 6

Annual Measurable Outcomes

Expected	Actual
Parent involvement through input in decision-making via Family Support Organization & Family Support Council: Met	2018-19: Outcome Met (See Action 4 for details)
Parent involvement will include opportunities for participation in programs for unduplicated students: Met	2018-19: Outcome Met (See Action 2 for details)
Maintain suspension rates: <1%	2017-18: 0.2%
Maintain expulsion rates: <1%	2017-18: 0%
Administer Facility Inspection Tool (FIT): Score Good or Better	2018-19 FIT Tool: Good (for both sites)
Increase parent participation rate on parent survey to 71%	2018-19: Participation Rate 88% <ul style="list-style-type: none"> • 79% stated their child had a sense of belonging at the school • 70% stated they had visited the school. • 17% stated they had been involved in a parent group.
Increase student participation rate on student survey to >90%	2018-19: Participation Rate: 100% (52 respondents in Grade 5)

Expected

Actual

Sense of Belonging (School Connectedness)- Panorama Survey

- 62% feel close to people at school most/all of the time.
- 73% are happy to be at this school most/all of the time.
- 65% feel they are part of this school most/all of the time.

School Safety/Climate of Academic Learning – Panorama Survey

- 56% feel safe at school most/all of the time.
- 77% stated that other kids do not tease them about their body image.
- 79% stated teachers give students opportunities to take part in classroom discussions or activities most/all of the time.
- 75% stated that adults at the school encourage them to work hard in order to be successful most/all of the time.

2018-19: Participation Rate: 92% (83 respondents in Grades 6-8)

Sense of Belonging (School Connectedness)- Panorama Survey

- 66% feel close to people at school most/all of the time.
- 49% are happy to be at this school most/all of the time.
- 53% feel they are part of this school most/all of the time.

School Safety/Climate of Academic Learning – Panorama Survey

- 60% feel safe at school most/all of the time.
- 65% stated that other kids have not teased them about their body image or how they speak.
- 48% stated that the adults at the school encourage them to

Expected

Actual

work hard in order to be successful in college or the job they choose most/all of the time.

- 74% stated teachers give students opportunities to take part in classroom discussions or activities most/all of the time.

Increase participation rate on staff survey to >90%

2018-19: Participation Rate 97% (29 respondents) – Teacher Survey

- 82% stated that their school leaders have encouraged them to engage in learning around diversity, equity and inclusion.
- 64% stated that their school is a good place to teach and learn.
- 75% stated that teachers at the school actively work to establish positive, trusting relationships with students' families.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL</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> <ul style="list-style-type: none"> • Review/revise Comprehensive School Safety Plan <ul style="list-style-type: none"> ◦ Monthly drills including active shooter • Supervision schedule and staff • Social Emotional Learning and Positive Behavior Coaching <ul style="list-style-type: none"> ◦ 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 	<p><u>STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL</u></p> <p>Yu Ming Charter School implemented the following actions and services in order to ensure all students were provided with a safe, welcoming and positive learning community.</p> <p>The Leadership Team has reviewed and revised the Comprehensive School Safety Plan including drills and training for staff.</p> <p>Social emotional learning curriculum was purchased and implemented that focused on:</p> <ul style="list-style-type: none"> • 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 	<p>\$2,000, Staff time accounted for in Goal 1</p> <p>LCFF Base, MTSS</p> <p>4000s, 5000s</p>	<p>See Goal 1</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> lessons (K-5) <ul style="list-style-type: none"> ○ Diversity and Inclusion library and lessons (K-5) • Community Meetings with grade cluster “families” to reinforce expectations and celebrate school rituals, culture, and SEL lessons <ul style="list-style-type: none"> ○ 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) 	<ul style="list-style-type: none"> and lessons (K-5) • Community meetings with grade level cluster “families” took place to reinforce expectations. • Compass Badgework and Circle protocols took place weekly in all classrooms K-8. • The Middle School Advisory program provides mentoring development in Habits of Success and Compass SEL curriculum. • The student leadership played a role in promoting a positive school climate. 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & 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> <ul style="list-style-type: none"> • Family Liaison: for underrepresented students (focus racial and socio-economic recruitment and retention) • Volunteer opportunities (i.e. Room Parents, Family Support Organization Committees, Classroom Volunteers, Lunch Volunteers, etc.) • Family workshops including: <ul style="list-style-type: none"> ◦ 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 	<p><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:</u></p> <p>Yu Ming Charter School provided numerous opportunities to engage parents and promote participation.</p> <p>The Family Liaison specifically works with under-represented students with a focus on socio-economic recruitment and retention.</p> <p>Numerous volunteer opportunities are available to parents.</p> <p>Family workshops took place this year on SEL, Chinese Immersion, supporting Common Core science and math at home, and positive parenting strategies.</p> <p>Our school hosted numerous schoolwide events to encourage and promote parent participation. (all events listed on the left column took place)</p> <p>Parent survey was administered to obtain input and feedback on our school's program.</p>	<p>\$26,585</p> <p>LCFF Base, Local Revenue Sources</p> <p>2000s, 3000s</p>	<p>\$24,500</p> <p>LCFF Base, Local Revenue Sources</p> <p>2000s, 3000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(October and March) <ul style="list-style-type: none"> • Family survey (annual) • Family Coffees with Head of School and Directors • Family Support Organization General Meetings • Family Support Organization Council 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) 			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS</u> <ul style="list-style-type: none"> Partnership with Taipei Economic and Cultural Office, which provides Chinese interns. 	<u>PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS</u> <p>Yu Ming Charter School continues to partner with Taipei Economic & Cultural Office that provides interns for our school.</p>	\$0	\$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>PARENT INPUT IN DECISION-MAKING</u> <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 English Language Advisory Committee: If serving 21+ EL students. Annual Family Survey Governing Board 	<u>PARENT INPUT IN DECISION-MAKING</u> <p>Yu Ming provides families with opportunities to provide input in decision-making, they include:</p> <ul style="list-style-type: none"> Family Support Organization Family Support Organization (FSO) Council ELAC Family survey Family member on the school's board. 	<p>Family liaison and staff time accounted for above. (Goal 3, Action 1)</p>	<p>See Goal 3, Actions 1 and 2</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/services were implemented with fidelity to support goal #3.

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

All actions were effective in communicating and educating parents on our school's program and how to support their child. Parent input in decision-making has taken place through various venues.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes will be made.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Yu Ming Charter School has engaged and involved stakeholders in the 2018-19 LCAP Annual Update, and development of the 2019-20 LCAP Goals, Actions & Services. The school's Administrative Team met with school staff (including teachers, SPED Teachers, EL Specialist, Paraprofessionals, classified), parents (including ELAC, Family Support Organization, Family-Student Council), students and school committees to discuss and plan the needs of our students. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, as well as maximizing resource allocation.			
DATE(S)	STAKEHOLDER TYPE	TOPIC(S) DISCUSSED	METHOD OF INVOLVEMENT
August 1-10, 2019	Staff	All LCAP Goals/Actions & Services	Beginning of Year Staff Development & Planning
August 23, 2018 August 30, 2018	Parents	LCAP Goal #1: School Staffing (Actions 1, 3, 6, 8); Goal #3: Family Engagement (Actions 1, 2)	Back to School Night Upper School Back to School Night Lower School
August 27, 2018 October 15, 2018 November 14, 2018 December 17, 2018 January 14, 2019 February 5, 2019 March 11, 2019 April 22, 2019 May 13, 2019	Parents	All LCAP Goals/Actions & Services LCAP Goal #1, LCAP Goal #2, Goal #3 Family Engagement (Action 2)	Family Support Organization (FSO) Council Meeting
September 20, 2018 March 21, 2019 May 13, 2019	Parents	Mandarin Learning Support Night LCAP & Yu Ming Strategic Plan; Supporting Your Children to Engage in Science & Math in the Era of Common Core Family Survey, LCAP, and Yu Ming Strategic Plan; Parenting with Positive Discipline	Family Support Organization (FSO) General Meeting

DATE(S)	STAKEHOLDER TYPE	TOPIC(S) DISCUSSED	METHOD OF INVOLVEMENT
September 6, 13, 14, 25, 2018 October 22, 24, 2018 November 13, 20, 2018 December 18, 2018 December 19, 2018 January 16, 24, 2019 April 18, 24 2019 May 2, 16, 2019 June 7, 10, 2019	Parents	Strategic Plan, Annual School Goals, LCAP Goals School Safety & School Climate Supporting academic growth at home Diversity, Gender and Children: Safe and Inclusive Schools for All Students Middle School Program and preparation for high school and beyond Yu Ming's student support programs and meeting the needs of all students Standardized assessments; Strategic Plan; LCAP Goals Family Survey, LCAP, and Yu Ming Strategic Plan	Family Coffees with Head of School and Directors
October 18, 2018 December 13, 2018 January 24, 2019 March 7, 2019 May 16, 2019	Governing Board	Strategic Plan; Annual School Goals including all LCAP Goals	Board Meeting
March 6, 2019	Board & Community	Annual School Goals including all LCAP Goals	Board Education Committee
August 6, 2018 September 12, 2018 September 26, 2018 March 28, 2019 May 22, 2019	Board & Community	Annual School Goals; LCAP Goal #1 Facilities (Action 5)	Board Facilities Committee
Biweekly Meetings for grade clusters: K-2, G3-5, G6-8	Students	School safety and school culture	Community Meetings
Weekly on Friday afternoons	Staff	Annual School Goals including all LCAP Goals	All Staff Professional Learning
Weekly 90 minutes by grades or departments	Staff	Annual School Goals including all LCAP Goals	Grade Level or Department Professional Learning Communities
November 27, 2018 December 18, 2018 January 15, 2019 March 19, 2019	Board, Parents, Staff	Diversity, equity, and inclusion at Yu Ming; all LCAP Goals	Multi-stakeholder meeting

Impact on LCAP and Annual Update

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

Several engagements in both in-person and survey formats with our various stakeholders (staff, teachers, parents, students, and board) impacted our LCAP actions, services, and investments. In an effort to build even greater feelings of belonging and school fit we will continue to strengthen our model and programs to excellently serve all learners (e.g. English Learners, Socio-economically Disadvantaged, Students with Disabilities) by improving our data sharing platform and dashboard for academic and behavior data with all teaching staff. We will also continue to strengthen teacher proficiency in culturally responsive teaching practices through targeted professional learning and coaching that prioritize universal design for learning, highly engaging lessons and relationship based practices. A special focus of our Friday professional learning time for our teacher team will also be on making further investments of professional training and curricular resources to developing a strong foundation for literacy instructional practices in Kindergarten to Grade 5 in both English and Chinese academic programs with more aligned English curricular content (e.g. Calkins Units of Study Reading and Writing) and instructional practices along with aligned Chinese instructional practices (e.g. high-interest accessible books at accurate levels, increasing text complexity, explicit instruction of skills and strategies, assessment based instruction, etc.)

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Unchanged 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.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7, 8
Local Priorities: 7

Identified Need:

There is a need to continue to improve student academic outcomes as measured by CAASPP for all student groups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase CAASPP ELA distance from Level (DFL) 3	+78.7 DFL3	+96.2 points	+98 points	+100 points

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Scale Scores by 2 points (Mean Scale Score).		above DFS	above DFS	above DFS
Increase CAASPP Math distance from Level (DFL) 3 Scale Scores by 2 points (Mean Scale Score).	+58.6 DFL3	+96.2 points above DFS	+98 points above DFS	+100 points above DFS
Maintain attendance rates >96%	97.3%	98%	>96%	>96%
Decrease Chronic Absenteeism rates: <2%	4.2%	2.3%	<2%	<2%
Maintain Middle School Dropout Rates <1%	0%	0.3%	<1%	<1%
% Students including Unduplicated Pupils & Students with Disabilities that have access to and enroll in a 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%	61.4%	62%	63%
Increase % of Grade 7 students who meet all 6 areas in the HFZ on the PFT.	NA	64.3%	65.3%	66.3%
CA Science Test: Grade 5	N/A	N/A	Results pending	Will develop annual growth targets once baseline results are reported.
CA Science Test: Grade 8	N/A	N/A	Results pending	Will develop annual growth targets 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

Modified

2017-18 Actions/Services

STAFF TO SUPPORT SCHOOL'S PROGRAM

2018-19 Actions/Services

STAFF TO SUPPORT SCHOOL'S BASE PROGRAM

2019-20 Actions/Services

STAFF TO SUPPORT SCHOOL'S BASE PROGRAM
Yu Ming Charter School will employ **25 teachers**

2017-18 Actions/Services

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
 - Director Student Support Services:

2018-19 Actions/Services

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

who are appropriately credentialed and assigned, a **Principal for K-8** as part of the school's base program.

Yu Ming Charter School provided all students with a longer school day, and longer school year, which included an additional 10 instructional days; 21,440 additional instructional minutes for Kindergarten; 7,880 for grades 1-3; and 4,280 for grades 4-8, as evidenced in the following chart, which exceed the CA State requirements.

INSTRUCTIONAL TIME REQUIREMENTS				
	DAYS	K	1-3	4-8
CA REQUIRED:	175	36,000	50,400	54,000
YU MING	185	57,440	58,280	58,280
DIFFERENCE	+10	+21440	+7880	+4,280

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>SPED, MTSS, Data Management</p> <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 • Educational Specialist • Instructional Assistant • School Psychologist • Speech Pathologist • School Counselor • Special Education Contractors (i.e. Occupational Therapist) 		
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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	\$2,179,450
Source	LCFF Base	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	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

Modified

2017-18 Actions/Services

ASSESSMENTS

1. Yu Ming Charter School staff will implement multiple types of assessments in order to monitor each student's:

2018-19 Actions/Services

ASSESSMENTS

Yu Ming Charter School staff will continue to implement multiple types of assessments, in order to monitor each student's: academic

2019-20 Actions/Services

ASSESSMENTS

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

2017-18 Actions/Services

academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- NWEA MAP ELA & MATH: Grades 5-7
- ELA Fountas & Pinnell (Reading): Grades K-7
- CLA Leveled Chinese (Reading): Grades K-7
- CLA Listening, Speaking, Reading (Early Language Listening & Oral proficiency (ELLOPA): Grades K-2
- CLA Listening, Speaking, Reading STAMP 4Se: Grades 3-7
- Spring Presentation of Learning: Grades K-7
- Learning Headquarter writing assessment in Chinese and English: Grades K-7

2. In addition, Yu Ming Charter School students will also participate in the following state-mandated assessments:
- CAASPP ELA & Math: Grades 3-7
 - CELDT: Initial only
 - ELPAC: ELL students only
 - CA Science Test (CAST): Grades 5
 - Physical Fitness Test (PFT): Grades 5,7

2018-19 Actions/Services

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

2019-20 Actions/Services

modify instruction; and identify the type of academic intervention needed.

- Fountas & Pinnell: K-8
- CLA Leveled Chinese (Reading): Grades K-8
- 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 Headquarter 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
- CA Science Test: Grades 5 & 8
- Physical Fitness Test: Grades 5 & 7

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$16,000	\$16,350
Source	LCFF Base	Lottery	LCFF Base
Budget Reference	5878	4000s	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)

English Learners, Foster Youth and/or Low Income

LEA-wide

All School

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

2017-18 Actions/Services

ACADEMIC & SOCIAL EMOTIONAL INTERVENTIONS & SUPPORT

2018-19 Actions/Services

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

2019-20 Actions/Services

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

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

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**
- **Lower School Extended Care Program Manager**

2019-20 Actions/Services

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: Upper School**
- **Chinese Intervention Assistant**
- **English Intervention Assistant: Upper School**
- **Seek 8 Instructional Assistants (Mandarin/English) that will be placed in classrooms (TECO)**

Yu Ming Charter School will provide **BOOST summer and 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**
- **Lower School Extended Care Program Manager**

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$112,500	\$193,496	\$272,055
Source	LCFF S&C	\$125,000 LCFF S/C, Remainder LCFF Base	\$138,854 LCFF S/C, Remainder LCFF Base
Budget Reference	2100, 5814	1000s, 2000s, 3000s	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)

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

New

Unchanged

Modified

2017-18 Actions/Services

STRATEGIC PLANNING

- Leadership team will collaborate with Governing Board and stakeholders in developing a schoolwide action plan

2018-19 Actions/Services

STRATEGIC PLANNING:

- Leadership team will collaborate with Governing Board and stakeholders in developing a schoolwide action plan that is data-driven, with benchmarks

2019-20 Actions/Services

This action was eliminated

2017-18 Actions/Services

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

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	N/A
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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

FACILITIES

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.

FACILITIES:

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,

FACILITIES

Yu Ming Charter School will provide all students and staff with a safe, clean and functioning facility sites as measured by the Facility Inspection Tool (FIT). In addition, our school currently **leases** both school sites. Expenses include **maintenance, repairs, and janitorial services.**

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$529,785	\$656,396	\$605,150
Source	LCFF Base	SB740, Prop 39 Clean Energy, LCFF	SB740, LCFF Base

Year	2017-18	2018-19	2019-20
		Base	
Budget Reference	5500, 5610, 5615, 5821, 5910	5000s, 6000s	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 our school provide students with access to a

2018-19 Actions/Services

COURSE ACCESS – COURSES BEYOND CORE OFFERED TO ALL STUDENTS:

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

2019-20 Actions/Services

COURSE ACCESS – COURSES BEYOND CORE OFFERED TO ALL STUDENTS:

In order to prepare all students for the careers of the 21st century, it is critical that our school provide all students including

2017-18 Actions/Services

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 Life Inquiry, and Spanish.

2018-19 Actions/Services

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

Unduplicated Pupils and Students with Disabilities 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); Service Learning (Chinese), Contemporary China (Chinese); Spanish, Musical Instruments, Coding, Art, Student-led Inquiry
- Enrichment Instructors (Art, Music, P.E.): 3.5

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$155,167	\$169,890
Source	Staff Salaries, See Goal 1 Action 1	LCFF Base, Local Revenue Sources	LCFF Base, Local Revenue Sources
Budget Reference	Staff Salaries, See Goal 1 Action 1	1000s, 3000s, 4000s	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-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

2017-18 Actions/Services

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2018-19 Actions/Services

<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) – 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

2019-20 Actions/Services

<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 within our Multi-Tiered System of Support (MTSS) Framework:</p> <ul style="list-style-type: none"> • Assistant Principal (K-2) & Assistant Principal (G3-8) – 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	\$206,550
Source		LCFF Base	LCFF Base
Budget		1000s, 2000s, 3000s	1000s, 2000s, 3000s

Year	2017-18	2018-19	2019-20
Reference			

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

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

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

STAFFING, SERVICES & PROGRAM TO SERVICE SWD:

El Dorado Charter SELPA is Yu Ming's Charter School's SELPA Provider. The

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

SPED Team: to provide instructional and social emotional supports as outlined in the student's IEP:

- **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**

Principal (K-8) and (2) AP supported by a Special Education Consultant and Education Specialists will be responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, **staffing and contracted services**. Yu Ming Charter School's program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff.

Yu Ming Charter School's Principal and Director of Curriculum and Instruction supported by a Special Education Consultant will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into

Commented [1]: Brian – Sue eliminated the SPED Coordinator position.

2017-18 Actions/Services

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2018-19 Actions/Services

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2019-20 Actions/Services

high quality rigorous instruction for students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$302,557	\$333,235
Source		1000s, 2000s, 3000s, 5000s	1000s, 2000s, 3000s, 5000s
Budget Reference		SPED, LCFF Base	SPED, LCFF Base

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

Unchanged 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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities:

Identified Need:

As part of our school's ongoing schoolwide improvement cycle, there is a need to continue to provide a high quality Chinese immersion educational program. There is also a need to continue to support the academic needs of all EL's towards reclassification.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% 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.	<table><tr><th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th></tr><tr><th></th><th>2016-17</th></tr><tr><td>ELA</td><td>3</td></tr><tr><td>ELD</td><td>3</td></tr><tr><td>MATH</td><td>4</td></tr><tr><td>NGSS</td><td>3</td></tr><tr><td>HISTORY</td><td>3</td></tr></table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2016-17	ELA	3	ELD	3	MATH	4	NGSS	3	HISTORY	3	<table><tr><th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th></tr><tr><th></th><th>2016-17</th></tr><tr><td>ELA</td><td>3</td></tr><tr><td>ELD</td><td>3</td></tr><tr><td>MATH</td><td>4</td></tr><tr><td>NGSS</td><td>3</td></tr><tr><td>HISTORY</td><td>3</td></tr></table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2016-17	ELA	3	ELD	3	MATH	4	NGSS	3	HISTORY	3	<table><tr><th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th></tr><tr><th></th><th>2018-19</th></tr><tr><td>ELA</td><td>4</td></tr><tr><td>ELD</td><td>4</td></tr><tr><td>MATH</td><td>4</td></tr><tr><td>NGSS</td><td>3</td></tr><tr><td>HISTORY</td><td>2</td></tr><tr><td>PE</td><td>3</td></tr><tr><td>WORLD LANG.</td><td>5</td></tr></table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2018-19	ELA	4	ELD	4	MATH	4	NGSS	3	HISTORY	2	PE	3	WORLD LANG.	5	<table><tr><th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th></tr><tr><th></th><th>2019-20</th></tr><tr><td>ELA</td><td>4</td></tr><tr><td>ELD</td><td>4</td></tr><tr><td>MATH</td><td>4</td></tr><tr><td>NGSS</td><td>3</td></tr><tr><td>HISTORY</td><td>3</td></tr><tr><td>PE</td><td>3</td></tr><tr><td>WORLD LANG.</td><td>5</td></tr></table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2019-20	ELA	4	ELD	4	MATH	4	NGSS	3	HISTORY	3	PE	3	WORLD LANG.	5
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PE	3																																																																			
WORLD LANG.	5																																																																			
% Teachers who are appropriately credentialed and assigned.	100%	100%	100%	100%																																																																
% EL who progress in EL Proficiency:	69%	55.6%	56.6%	57.6%																																																																
Increase English Learner reclassification rate:	31%	20.8% CELDT	57.1% ELPAC	58% ELPAC																																																																

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

Modified

2017-18 Actions/Services

PROFESSIONAL DEVELOPMENT

1. In order to provide all students with a

2018-19 Actions/Services

PROFESSIONAL DEVELOPMENT TO BE PROVIDED:

In order to provide all students with a high

2019-20 Actions/Services

PROFESSIONAL DEVELOPMENT

Yu Ming Charter School will provide all teachers with evidence based professional

2017-18 Actions/Services

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)
 - 1 Non-instructional day for Staff Development (i.e. Understanding by Design and Project Based Learning, Culturally Responsive Teaching)

2018-19 Actions/Services

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, Toolbox)
- Personalized and Differentiated Instruction
- Science and Social Studies Instruction

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

- 8 Days of Pre-Service Staff

2019-20 Actions/Services

development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Topics of focus will include:

- 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, Toolbox)
- Personalized and Differentiated Instruction
- Science Instruction

The **Director of Curriculum & Instruction** will provide an instructional coaching structure, conduct classroom walkthroughs and provide feedback.

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

- 8 Days of Pre-Service Staff Development

2017-18 Actions/Services

- Weekly Friday Afternoon (1:30-4:00pm) Staff Development (i.e. Oracy, Readers and Writers Workshop, Curriculum Mapping, Data Cycles of Inquiry, PBIS)
- Lower School Weekly (90 mins) Grade Level Professional Learning Communities (i.e. Data Cycles of Inquiry, Summit Learning Units, Data-Driven Instructional Planning, RTI)
- Upper School Daily Common Planning (30-60 mins) Time (i.e. Developing Units of Inquiry, Assessment, Effective Mentorship and Advisory, RTI)

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

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

2018-19 Actions/Services

- 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 in 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

- 2 Non-instructional days for Staff Development
- Weekly Friday Staff Development
- Weekly Grade Level & Department Professional Learning Communities
- Middle School Advisor Collaboration Time

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

- National Chinese Language Conference (5-6)
- CA. Charter Schools Conference (2)
- Summit Basecamp Training (6) Free
- Compass SEL Framework (4)
- El Dorado SELPA Teacher Academy (2)
- Early Childhood Chinese Immersion Forum (5-6)
- Stanford World Language Project (1-2)
- Crisis Prevention Intervention
- UnboundEd Standards Institute (3)
- Teachers College Summer Reading Institute (3)
- Exploring Project-Based Language Learning (2)
- Transcend School Design (4)
- Diverse Charter School Coalition (2)

2017-18 Actions/Services

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2018-19 Actions/Services

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2019-20 Actions/Services

<ul style="list-style-type: none"> • ACTFL Oral Proficiency Interview (OPI) Winter Institute (1) • Stanford World Language Project Seminar (2)
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Budgeted Expenditures

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

ELD PROGRAM

Yu Ming Charter School will review and revise its EL Master Plan to align with the CDE's recent reclassification guidance; shift

2018-19 Actions/Services

ELD PROGRAM

Yu Ming Charter School will review and revise its EL Master Plan to align with the CDE's recent reclassification guidance; shift

2019-20 Actions/Services

ELD PROGRAM

Yu Ming Charter School will use ELD Curriculum and supplemental materials in order to ensure that all ELs receive appropriate, adequate and targeted ELD

2017-18 Actions/Services

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

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 employ an **EL teacher** to provide ELD Designated Instruction that will take place approximately for 30 minutes: 2-3 times/week.

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 the intervention programs listed under "curriculum." (Goal 2, Action 3)

2019-20 Actions/Services

designated and integrated instruction. The school's **EL Coordinator** will oversee the administration of the ELPAC Initial and Summative Assessments. Yu Ming Charter School will employ an **EL teacher** to provide ELD Designated Instruction that will take place approximately for 30 minutes: 1-2 times/week.

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 the intervention programs listed under "curriculum." (Goal 2, Action 3)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	Staff Time accounted for in Goal #1, \$3,000	Staff time accounted for in Goal #1, \$4,000

Year	2017-18	2018-19	2019-20
Source	Staff Salaries, See Goal 1 Action 1	LCFF Base	LCFF Base
Budget Reference	Staff Salaries, See Goal 1 Action 1	4000s	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

Modified

2017-18 Actions/Services

CURRICULUM

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

2018-19 Actions/Services

CORE CURRICULUM TO BE PURCHASED:

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

2019-20 Actions/Services

CORE CURRICULUM TO BE PURCHASED:

Every student has access to standards-aligned curriculum and instructional materials. Yu Ming Charter School will

2017-18 Actions/Services

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

- **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)**
- **Lexia Core5 (subscription)**
- **Raz Kids for K-2 (subscription)**
- **Headsprout for K-1 (subscription)**
- **HeidiSongs Sight Words for K-2**

2019-20 Actions/Services

purchase the following curriculum:

- **Better Immersion Curriculum**
- **Chinese Leveled texts**
- **Level Chinese (subscription)**
- **Chinese Content books for a new G2 section**
- **Units of Study Reading (K-5)**
- **English Guided Reading books**
- **English Non-fiction texts**
- **English classroom library books**
- **English class novel sets**
- **Science Lab Materials**
- **Amplify Science Curriculum**
- **Mathematics manipulatives**
- **Mathematics student workbooks**
- **Physical Education Equipment**
- **Art Materials**

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

- **Joy Reader (Digital subscription)**
- **Fountas & Pinnell Leveled Literacy Intervention**
- **Reading A to Z for K-5 (Digital subscription)**
- **Brain Pop (Digital subscription)**
- **Lexia Core5 (Digital subscription)**
- **Raz Kids for K-2 (Digital subscription)**

2017-18 Actions/Services

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2018-19 Actions/Services

<p>(subscription)</p> <ul style="list-style-type: none"> • 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

2019-20 Actions/Services

<ul style="list-style-type: none"> • HeidiSongs Sight Words for K-2 (Digital subscription) • Vocabulary Spelling City for G3-5 (Digital subscription) • Newsela Pro for G2-8 (Digital subscription)
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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	\$85,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4100, 4320, 4325, 4326, 4335, 4346, 4410, 4420	4000s	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

Modified

2017-18 Actions/Services

TECHNOLOGY

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

2018-19 Actions/Services

TECHNOLOGY

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

2019-20 Actions/Services

TECHNOLOGY

Yu Ming Charter School has successfully implemented a 1:1 student to device ratio in the Middle School. The Principal and IT

2017-18 Actions/Services

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

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

2019-20 Actions/Services

Support will develop an annual needs assessment for purchasing futures technology devices. This year we anticipate the following technology purchases:

- iPads
- SMART TV
- Chromebooks
- Printer

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,300	\$20,000	\$15,000
Source	LCFF Base, Local Revenues	LCFF Base	LCFF Base
Budget Reference	2000, 4420, 5887	4000s	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):

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

Modified

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

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

2019-20 Actions/Services

This action was eliminated

2017-18 Actions/Services

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 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

2018-19 Actions/Services

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 content education environmental education.
- ES students will have access to after-school clubs: Choir, Math Olympiads

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

2019-20 Actions/Services

2017-18 Actions/Services

- 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

- (MSSL), Choir, Math Olympiads
- MS students will develop their personalized Bilingual Portfolio and oral portfolio as part of graduation requirements, in preparation for high school.
- MS students will participate in a one week-long expedition intersession that explores the arts, music or sciences.
- 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, Chinese family homestay and community service.
- 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.

2019-20 Actions/Services

2017-18 Actions/Services

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2018-19 Actions/Services

<ul style="list-style-type: none"> 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.

2019-20 Actions/Services

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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	\$0
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)

Modified 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.

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 continue to engage parents/families and the community through communication and education to support all students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement through input in decision-making via Family Support Organization & Family Support Council.	Met	Met	Met	Met
Parent involvement will include opportunities for participation in programs for unduplicated students.	Met	Met	Met	Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain suspension rates <2%	0.3%	0.2%	<2%	<2%
Maintain expulsion rates <1%	0%	0%	<1%	<1%
Administer Facility Inspection Tool (FIT): Score Good or Better (Both sites)	Exemplary	Good	Good	Good
Increase participation rate on parent survey:	Administered	70%	88%	>85%
Increase participation rate on student survey:	Administered	90%	100% - Gr. 5 92% Gr. 6-8	>90%
Increase participation rate on staff survey:	Administered	100% 26 teachers	97% teachers	>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

Modified

2017-18 Actions/Services

SCHOOL CLIMATE & SAFETY

Yu Ming Charter School will implement the

2018-19 Actions/Services

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE

2019-20 Actions/Services

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT, A POSITIVE SCHOOL

2017-18 Actions/Services

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 1-on-1 mentoring to students to ensure growth.

2018-19 Actions/Services

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 expectations and celebrate school rituals, culture, and SEL lessons

2019-20 Actions/Services

CLIMATE & PROVIDE SAFE SCHOOL ENVIRONMENT:

Yu Ming Charter School will implement the following:

- Kaboom Installation (Playground)
- Offer after-school enrichment programs
- Host **field trips** aligned to the content standards and provide experiential learning opportunities.
- Host student performances (Lunar New Year performance, music concerts and art showcases)
- Exhibitions of Learning
- Science & Engineering Fair: Grades 3-8
- Provide after-school clubs/organizations
- Students will participate in overnight trips in order to develop community identity and culture.
- Implement and revise the Comprehensive School Safety Plan including annual needs assessment for purchase of **emergency supplies, defibrillator and trainings (CPR)**.
- Administer **student and staff survey** annually

2017-18 Actions/Services

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

- 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

- (staff and students) Community Meetings with grade cluster “families” to reinforce expectations and celebrate school rituals, culture, and SEL lessons (ex. LGBTQ, Arabic Heritage, Women's History, Earth Day, Asian Pacific Heritage, Black History Month)
- Student will participate in student-led conferences (March)
- All students will participate in Scholar Compass Badgework and Circles weekly (K-8)
- All faculty will participate in Faculty Compass Badgework and Circles weekly.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount	\$0	\$2,000, Staff time accounted for in Goal 1	\$155,000
Source	Staff Salaries, See Goal 1 Action 1	LCFF Base, MTSS	LCFF Base, Local Revenue Sources
Budget Reference	Staff Salaries, See Goal 1 Action 1	4000s, 5000s	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

2017-18 Actions/Services

OPPORTUNITIES FOR PARENT PARTICIPATION

Yu Ming Charter School provides (or will provide) the following opportunities to

2018-19 Actions/Services

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

Yu Ming Charter School provides (or will provide) the following opportunities to

2019-20 Actions/Services

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

Yu Ming Charter School will provide the following opportunities to engage parents as

2017-18 Actions/Services

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.
5. An annual parent survey is administered

2018-19 Actions/Services

engage parents as partners in their child's education. They include

- **Family Liaison:** for underrepresented students (focus racial and socio-economic recruitment and retention)
- 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 and Directors
- Family Support Organization General Meetings
- Family Support Organization Council Meetings
- Equity Design Team (multi-stakeholder (board, ED, Parents))

2019-20 Actions/Services

partners in their child's education. The **Family Liaison** will assist underrepresented students/families (e.g. socio-economically disadvantaged) for student retention and student recruitment.

Yu Ming Charter School will provide families with:

- Volunteer opportunities
- Family Education workshops
- Schoolwide Events: Back-to-school Night, parent-teacher conferences, Science Fair, student-led conferences
- Administer family survey to gather input and feedback on the school's program, school connectedness and sense of safety.
- Family Support Organization General Meetings; Council Meetings
- Equity Design Team (multi-stakeholder (board, ED, Parents) group supporting school family, and student diversity and inclusion work)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>to provide the school with feedback.</p> <p>6. A weekly schoowide newsletter and classroom newsletter</p> <p>7. The school website and social media is updated on a regular basis as a method to communicate with parents.</p>	<p>group supporting school family, and student diversity and inclusion work)</p> <ul style="list-style-type: none"> • Exhibitions of Learning with student presentations of projects • School events (i.e. Lunar New Year, Music concerts, Art Shows) 	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$26,585	\$31,750
Source	Staff Salaries, See Goal 1 Action 1	LCFF Base, Local Revenue Sources	LCFF Base, Local Revenue Sources
Budget Reference	Staff Salaries, See Goal 1 Action 1	2000s, 3000s	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

2017-18 Actions/Services

**PARTNERSHIPS WITH COMMUNITY
BASED ORGANIZATIONS**

2018-19 Actions/Services

**PARTNERSHIPS WITH COMMUNITY
BASED ORGANIZATIONS**

2019-20 Actions/Services

**PARTNERSHIPS WITH COMMUNITY
BASED ORGANIZATIONS**

Yu Ming will continue to develop

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

- partnerships with organizations that support the school's educational program, mission, vision and the academic, social-emotional needs of our students. They include:
- Partnership with Taipei Economic and Cultural Office, which provides Chinese interns.
 - Reach Institute for School Leadership: train BTSA Coach
 - Diverse Charter Schools Coalition (no cost)
 - CORE Districts (collaborative data-sharing) (no cost)
 - Berkeley Education Global Research Initiative (no cost): Mini-collaboration (provides student volunteers from Teacher Ed Program)
 - University of Washington School of Education (no cost)

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	\$0

Year	2017-18	2018-19	2019-20
Source	1. LCFF Base 2. Staff Salaries, See Goal 1 Action 1		
Budget Reference	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

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

Modified

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

2017-18 Actions/Services

PARENT INPUT IN DECISION-MAKING

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

2018-19 Actions/Services

PARENT INPUT IN DECISION-MAKING

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

2019-20 Actions/Services

METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:

In order to promote and elicit parent input in decision-making, Yu Ming Charter School will host and facilitate ELAC, Family

2017-18 Actions/Services

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

2018-19 Actions/Services

- Family Support Organization: meetings take place every other month
- Family Support Council: Monthly
- English Language Advisory Committee: If serving 21+ EL students.
- Annual Family Survey
- Governing Board

2019-20 Actions/Services

Support Council and Family Support Organization meetings during the school year with annual elections (for ELAC) to include EL and non-EL parents.

Parents can also serve on the governing board. During the school year ELAC, the Family Support Council, Family Support Organization, and Equity Design Team will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs.

Budgeted Expenditures

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

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 138,854

3.64%

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



Board of Directors
June 20, 2019
AGENDA ITEM INFORMATION

Agenda Item	Updates and Voting on Strategic Plan
Time Allotted	60 minutes
Background	Yu Ming has been in the process of creating a 2018-2023 strategic plan. Strategic Priorities have already been determined, and the details of each priority have been prepared as well. Yu Ming has completed 31 engagement sessions to collect feedback from community stakeholders (i.e. board, staff members, families, etc) since the 2017-2018 school year. Yu Ming has created the 5-year strategic plan with detailed analysis, thorough research and careful consideration of all the received feedback.
Summary	Cindy Liu will present the final analysis on strategic priority 2 (define our long term impact) and facilitate board members' voting on long term impact option and full strategic plan approval.
Type	Vote
Key Questions	<ol style="list-style-type: none">1) Which one of the two long term impact options (current enrollment plan vs. sustainable enrollment plan) will the Board commit to for the next 5 years?2) Is the strategic plan approved to guide Yu Ming in the next 5 years?



Yu Ming Charter School

5-Year Strategic Plan

June 18, 2019

Community Engagement Sessions

No.	Date	Engagement Occasion	Stakeholders	Content
1	Apr 25, 2018	Lower School Community Coffee	Parent Community	Engaged with who we are and identification of Yu Ming strategic priorities
2	April 26, 2018	Upper School Community Coffee	Parent Community	Engaged with who we are and identification of Yu Ming strategic priorities
3	Sept 9, 2018	September Board Meeting	Board	Finalized formal proposal of the updated mission statement and Yu Ming strategic priorities for 2018-2023
4	Sept 14, 2018	Teacher Professional Learning Time	Teachers and Staffs	Engaged with the Board's proposed mission statement and 5-year strategic priorities
5	Sept 17, 2018	G3-5 Community Coffee	Parent Community	Engaged with the Board's proposed mission statement and 5-year strategic priorities
6	Sept 25, 2018	K-G1 Community Coffee	Parent Community	Engaged with the Board's proposed mission statement and 5-year strategic priorities
7	Sept 26, 2018	G6-8 Community Coffee	Parent Community	Engaged with the Board's proposed mission statement and 5-year strategic priorities
8	Oct 18 2018	October Board Meeting	Board	Voted on updated mission statement and Yu Ming strategic priorities for 2018-23 and completed the first long-term impact brainstorming/brain-writing exercise
9	Dec 13 2018	December Board Meeting	Board	Conducted cost-and-benefit analysis on various idea clusters to narrow down to 3 high-potential options

Community Engagement Sessions

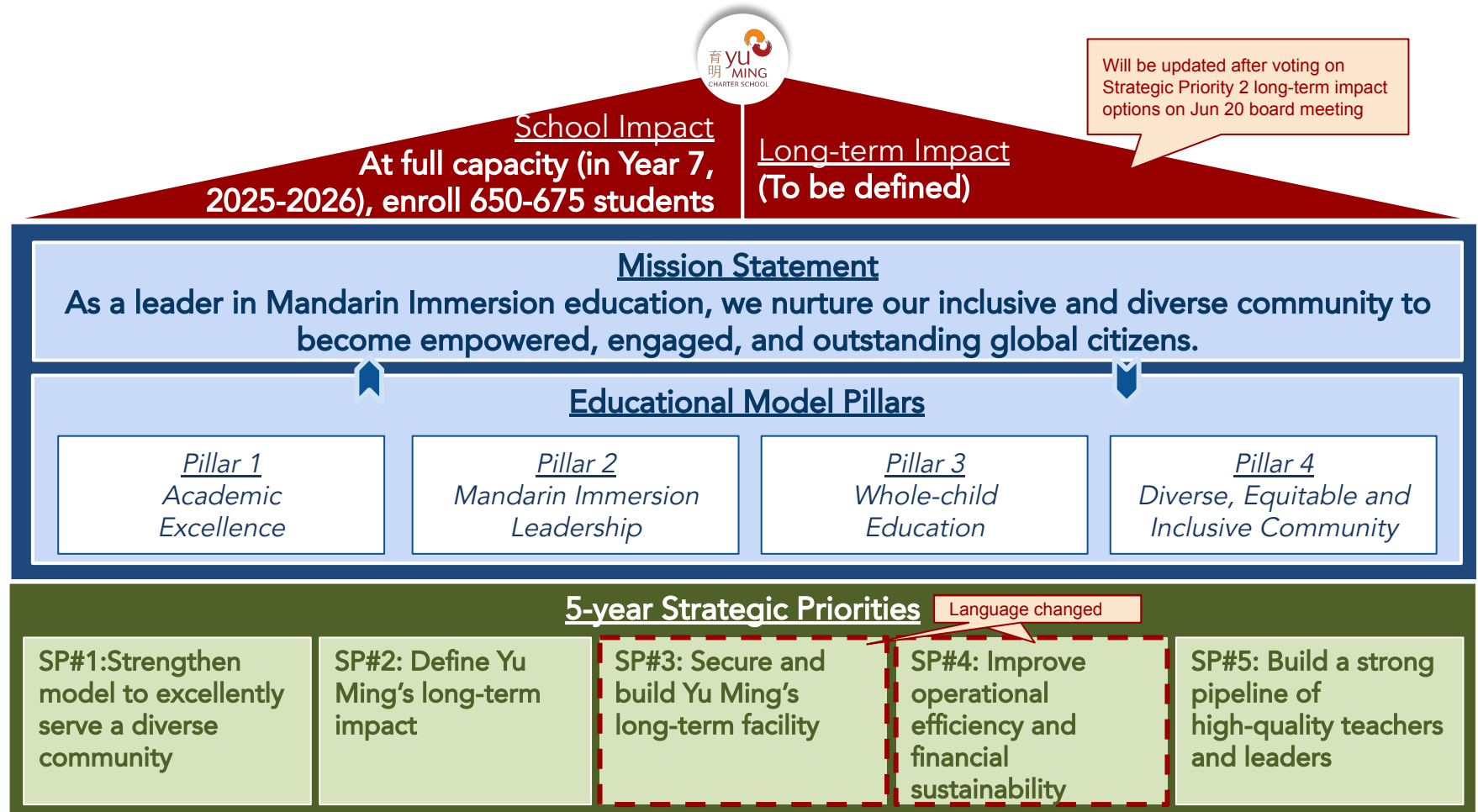
No.	Date	Engagement Occasion	Stakeholders	Content
10	Mar 7 2019	March Board Meeting	Board	Engaged in deeper consideration and analysis of narrowed options after presentation of more detailed information and context for each
11	Mar 14 2019	Equity Design Team Meeting	EDT members	Engaged with the strategy house offering questions and feedback to the Board's identified five strategic priorities
12	Mar 21 2019	FSO meeting	FSO	Engaged with the strategy house offering questions and feedback to the Board's identified five strategic priorities
13-19	Mar 28 2019	ILT Meeting	Teachers and Staff	Processed board questions and analysis and offer feedback for the Board's narrowed options
20	Mar 2019	Leadership Team Meeting	Leadership Team	Processed board questions and analysis to prepare next level of assessment and design for the Board's narrowed options
21	Apr 22 2019	FSO Meeting	FSO	Engaged with the strategy house offering questions and feedback to the Board's identified five strategic priorities
22	Apr 23 2019	ILT Meeting	Teachers and Staff	Processed board questions and analysis and offer feedback for the Board's narrowed options
23	Apr 18 2019	Lower School Community Coffee	Parent Community	Engaged with the strategy house offering questions and feedback to the Board's identified five strategic priorities
24	Apr 24 2019	Upper School Community Coffee	Parent Community	Engaged with the strategy house offering questions and feedback to the Board's identified five strategic priorities
25	May 16 2019	May Board Meeting	Board	Engaged in final analysis and narrow down long-term impact options in preparation for June approval of final strategic plan

Community Engagement Sessions

No.	Date	Engagement Occasion	Stakeholders	Content
26	May 23 2019	FSO meeting	FSO	Engage with the strategy house and Board's identified five strategic priorities and narrowed options for long-term impact
27	May 28 2019	Leadership Team Meeting	Leadership Team	Process board questions and analysis and offer feedback for the Board's narrowed options for long-term impact
28	May 30 2019	ILT Meeting	Teachers and Staff	Process board questions and analysis and offer feedback for the Board's narrowed options for long-term impact
29	Jun 7 2019	Lower School Community Coffee	Parent Community	Engage with the strategy house including narrowed options for long-term impact offering questions and feedback to the Board
30	Jun 10 2019	Upper School Community Coffee	Parent Community	Engage with the strategy house including narrowed options for long-term impact offering questions and feedback to the Board
31	Jun 20 2019	Jun Board Meeting	Board	Approve 5-year strategic plan, including Yu Ming's long-term impact

Current Strategy House

Yu Ming is developing the following strategy house to integrate all key elements that define Yu Ming's identity to guide its 5-year strategy.



Our Model

Pillar 1: Academic Excellence

- Achieve excellent academic outcomes overall and across student groups
- Systematically build transferable skills/content through personalized learning
- Engage students in deeper learning with real-world projects
- Align assessment systems to Graduate Profile

Pillar 2: Mandarin Immersion Leader

- Foster bilingual global citizens with high levels of proficiency in English and Mandarin Chinese
- Innovate and pilot high-quality Mandarin Immersion curriculum and instructional strategies
- Offer global exchange and service experiences

Pillar 3: Whole-child Education

- Implement relationship-based practices in a community of care and concern
- Focus on mind-sets and behaviors that support well-being and personal success
- Provide mentorship and advisories for personal goal-setting and growth
- Prepare global citizen scholars who impact the world

Pillar 4: Diverse, Equitable and Inclusive Community

- Nurture a diverse and inclusive community that values our collective humanity and is committed to equity
- Continue to increase the diversity of Yu Ming (including socioeconomic, racial/ethnic, cultural, and other identity-related diversity)
- Foster cultural competency

Summary of Goals

SP1 - Codify and Strengthen Model	Goal 1	To codify Yu Ming's unique model	SP4 - Ops efficiency and Financial Sustainability	Goal 1	To codify Yu Ming's operational practices
	Goal 2	To refine middle school academic program and establish middle school identity		Goal 2	To improve the revenue structure by increasing ADA revenue and diversifying non-ADA revenue sources
	Goal 3	To strengthen our MTSS to develop academic and personal success for all		Goal 3	To monitor selected financial indicators and obtain their performance targets
	Goal 4	To further diversify student populations through targeted outreach and retention strategies			
SP2 - LT Impact	Goal 1	To commit to a long-term impact model by the end of the 2018-2019 school year	SP5 - Talent Strategy	Goal 1	To build a strong pipeline of qualified and well prepared teachers and leaders
	Goal 2	To implement the long term impact model		Goal 2	To retain high-performing teachers, staff members and leaders
SP3 - Long-Term Facility	Goal 1	To find a permanent location that accommodates all students at full enrollment		Goal 3	To provide professional development opportunities and growth pathways for teachers and staff
	Goal 2	To sufficiently finance the facility project with a successful capital campaign		Goal 4	To create a clear organizational structure that helps staff deliver consistent results
	Goal 3	To open the 2022-23 school year (Year 4) at the new facility site			

Priority 1

*Strengthen model to
excellently serve a diverse
community*



Priority 1 - Strengthen model to excellently serve a diverse community

Goal Overview



Goal 1

To codify Yu Ming's unique model



Goal 2

To refine middle school academic program and establish middle school identity



Goal 3

To strengthen our MTSS to develop academic and personal success for all



Goal 4

To further diversify student populations through targeted outreach and retention strategies

Priority 1 - Strengthen model to excellently serve a diverse community

Goal 1: To codify Yu Ming's unique model

Pillar 1: Academic Excellence

- Achieve excellent academic outcomes overall and across student groups
- Systematically build transferable skills/content through personalized learning
- Engage students in deeper learning with real-world projects
- Align assessment systems to Graduate Profile

Pillar 2: Mandarin Immersion Leader

- Foster bilingual global citizens with high levels of proficiency in English and Mandarin Chinese
- Innovate and pilot high-quality Mandarin Immersion curriculum and instructional strategies
- Offer global exchange and service experiences

Pillar 3: Whole-child Education

- Implement relationship-based practices in a community of care and concern
- Focus on mind-sets and behaviors that support well-being and personal success
- Provide mentorship and advisories for personal goal-setting and growth
- Prepare global citizen scholars who impact the world

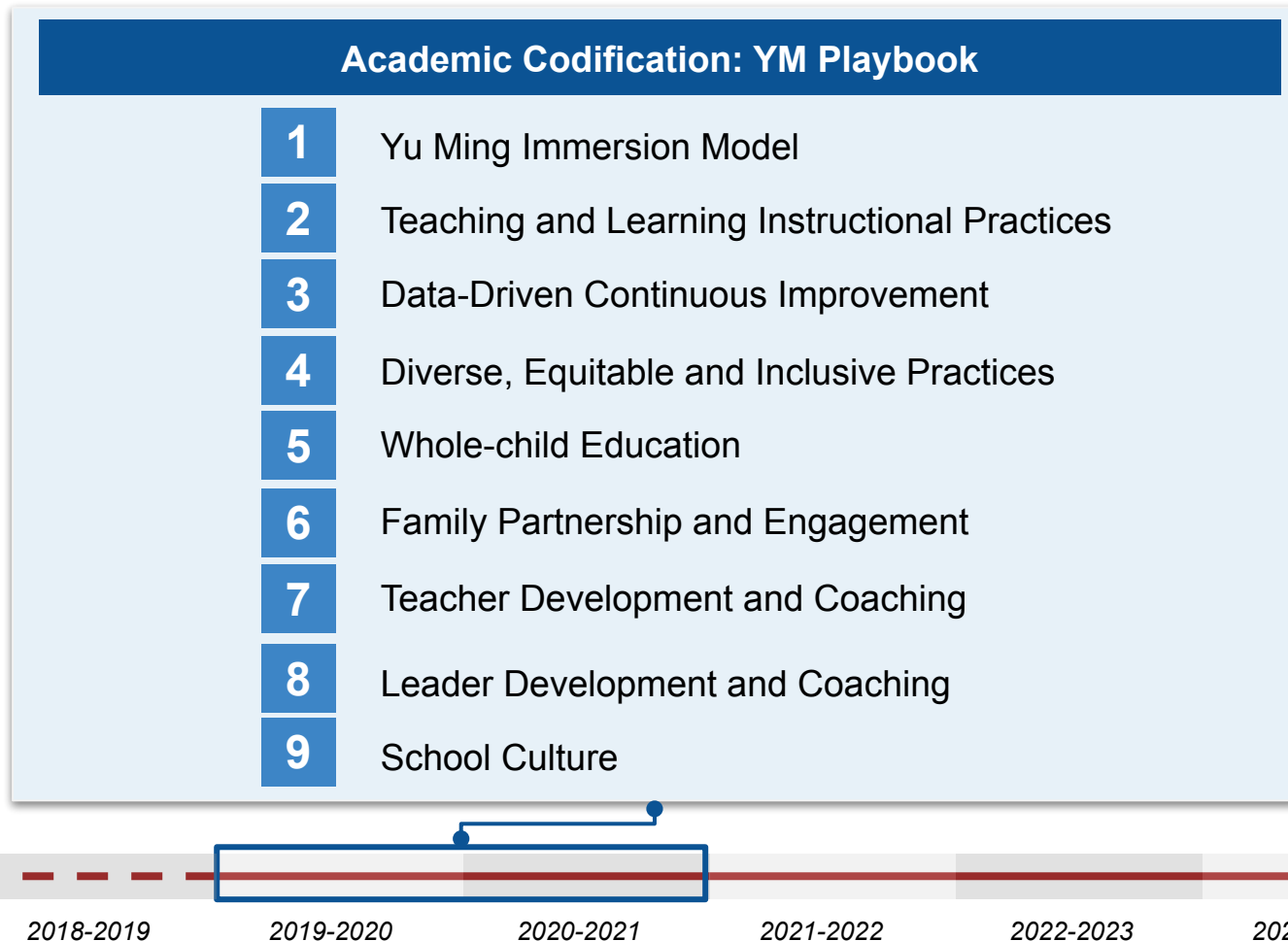
Pillar 4: Diverse, Equitable and Inclusive Community

- Nurture a diverse and inclusive community that values our collective humanity and is committed to equity
- Continue to increase the diversity of Yu Ming (including socioeconomic, racial/ethnic, cultural, and other identity-related diversity)
- Foster cultural competency

Priority 1 - Strengthen model to excellently serve a diverse community

Goal 1: To codify Yu Ming's unique model

Along with areas of strength, Yu Ming's academic program will be codified in an Academic Playbook in the course of the next 1-2 school years



Priority 1 - Strengthen model to excellently serve a diverse community

Goal 2: To refine middle school academic program and establish middle school identity

Yu Ming will continue to build upon robust early academic results and refine the Middle School program implementation to establish a strong, unique Middle School identity, while building a cohesive vertical program articulation.

Action 1: Refine Middle School Academic Program

Graduate Profile

- Build out middle-school level rubrics for all Graduate Profile skills
- Refine classroom projects so that learning objectives are tied to graduate profile skills
- Launch and refine a bilingual graduate defense based on monolingual models

Chinese Curriculum

- Continue to offer release days to Chinese teachers to build out, review, and improve curricular units and assessments on the Summit Platform
- Aim to complete G6-8 units by June 2019, and continue with cycles of review/improvement starting in 2019-2020

Projects + PLT

- Dedicate resources to design stronger projects that stimulate student agency, authentic real-world learning, and align to Graduate Profile
- Better balance technology usage with in-person, collaborative, and interactive learning
- Strengthen mentors' and advisors' skills and practices for stronger student goal setting, greater self direction, and Personalized learning Time (PLT) success

High achievement for all

- Starting in the 2019-2020 school year, conduct data analysis on a weekly basis instead of on a trimesterly basis
- Focus on individual students from target groups if achievement gaps exist

Priority 1 - Strengthen model to excellently serve a diverse community

Goal 2: To refine middle school academic program and establish middle school identity

Yu Ming will continue to build upon robust early academic results and refine the Middle School program implementation to establish a strong, unique Middle School identity, while building a cohesive vertical program articulation.

Action 2: Establish Middle School Identity

Social Emotional Programs

- Strengthen the implementation of Compass curriculum to create a stronger sense of belonging for middle schoolers.
- Train one more leader as Compass coach to support Compass implementation.
- Ensure Yu Ming Commitments, Habits, Values are disseminated and lived through rituals and daily practices.

Positive Behaviors and Attitudes

- Ensure Yu Ming values and commitments are embraced and demonstrated by all Middle School students and faculty.
- Align behavior expectations and cultural norms across classrooms and across grades
- Provide professional learning support for teachers to more consistently and effectively reinforce Middle School values, commitments, expectations.

Community Pride

- Establish vertical Houses/Families system where students belong to a cross-grade cohort for community activities.
- Build Middle School pride through strengthening special middle school only activities and culture markers: sports, clubs, performance band, intersession expeditions impact.

Leadership Opportunities

- Strengthen Student Leadership skills through sports teams, after school enrichment (i.e. chorus, jazz band, etc.), lunch-time clubs, etc.
- Increase the visibility and participation of Student Government
- Create leadership opportunities with lower grade students and in whole-school community activities

Priority 1 - Strengthen model to excellently serve a diverse community

Goal 3: To strengthen our MTSS to develop academic and personal success for all

Current Status

- Students overall have been outperforming all external benchmarks (i.e. OUSD, Alameda County, CA) in their SBAC performance and meeting the board's annual goals for academic proficiency.
- Student groups (Socio-econ. disadvantaged, SpEd, and Black/Af-Am) outperformed peers and most students in district, county, state.
- Each year, the % of students that meet/exceed standards in SBAC performance increases among student groups.
- Monitors SBAC achievement data by student groups, and this year began to monitor internal trimester performance data at the student demographic group level, in addition to the individual student, class, and grade levels.
- Established an integrated Multi-Tiered System of Support (MTSS) framework to better serve all students academic, behavior, and social-emotional needs.
- Differentiation of instruction and learning experiences for extension/acceleration: leveled reading/writing assessment and small grp instruction, personalized chin reading platform, personalized learning time and self-directed learning cycles, challenge projects.

Action 1: Longitudinal Target Group Data Analysis

With an infrastructure for ongoing analysis of multiple forms of data including student demographic and achievement data, we aim to:

- Inform instructional decisions;
- Tailor research-based interventions;
- Further develop MTSS to address all student group needs;
- Measure program efficacy;
- Ensure maximization of human, physical, and financial resources;
- Develop policies and protocols that support Yu Ming equity vision, goals, and actions.

Action 2: Multi-tier Academic Support

YM will deepen MTSS framework implementation to ensure academic success for all students.

1. Universal support: Through trimester Data Cycles of Inquiry student academic progress is assessed and reviewed
2. Supplemental intervention: Academic interventions are identified to close performance gaps
3. Intensified intervention: COST team meets to discuss identified students, additional targeted supports are identified, and progress monitored. Need for SST and IEP considered.

Action 3: Multi-tier Behavior and Socio-emotional Support

YM will deepen MTSS framework implementation to ensure behavioral and socio-emotional success for all students.

1. Universal support: weekly or daily support e.g. Compass K-8, Responsive Classroom, Positive Reinforcement, etc
2. Supplemental intervention: Friendship Groups, Behavior Plans, Teacher Coaching, COST Meeting, Referral Follow Up
3. Intensified intervention: Behavior Intervention Plans, Direct specialized service, Quantitative goals, Progress monitoring, 1:1 aides and counseling

Priority 1 - Strengthen model to excellently serve a diverse community

Goal 4: To further diversify student populations through targeted outreach and retention strategies

Current Status

Socio-economic diversity

- Last year our Free and Reduced Lunch (FRL) student population grew from 9.2% (16-17) to 13.7% (17-18) and this year it is 14.4% (18-19).
- Per 2018-2019 CALPADS Report, 22% of the Kinder class and 21% of Grade 1 are FRL. These are the two grades that have benefited from Yu Ming's program and policy changes and incremental expansion (i.e. 3 sections/grade).
- Current attrition data reflects the same demographic representation as the general student population.

Racial/ethnic diversity

- In 2018-19, Yu Ming serves 19 Black/African-American families (24% of K) and 6 Hispanic families (8% of K) in Kinder
- Yu Ming grew its Black/African-American population from 4.9% (17-18) and to 6.1% (18-19) and grew its Hispanic population from 4.4% (17-18) to 5.8% (18-19).
- In 2018-19, 46.1% of Yu Ming population is Asian, 8.1% White, 1.6% Filipino, and 32.1% is Two or More Races

Action 1: Systems to Build a More Diverse, Equitable and Inclusive YM

YM adms, staff, parent leaders and board members will continue to work closely together (i.e. Equity Design Team) to develop and monitor a systemic equity vision and plan that supports a DEI school including:

- Increasing culturally responsive teaching practices by growing teachers' cultural competency.
- Derive a data-driven portrait of DEI at Yu Ming
- Underrepresented families feel like active and engaged members at YM

Action 2: Targeted Outreach Strategies

YM admins, staff, parent leaders, and board members (i.e. Diversity and Enrollment Comm, FSO Outreach Comm) continue to work closely together to support increased success in outreach efforts to create a more DEI YM. The YM Enrollment and Diversity Comm will continue to analyze recruitment and enrollment data, consult relevant research and experts, gather stakeholder input and present policy proposals as needed to the Board toward the goal of increasing the diversity of student enrollment at YM

Action 3: Targeted Retention Strategies

YM admins, staff, parent leaders, and board members will work closely together (i.e. Equity Design Team) to retain diverse families through building an equitable and inclusive community, where all students and families feel a strong sense of belonging through:

- Deepening Compass curriculum and Circle individual and relationship development practices
- Building community and belonging through affinity groups
- Gather and track exit+retention data

Priority 2

Define our long-term impact



Priority 2 - Define Yu Ming's long-term impact

Goal Overview



Goal 1

To commit to a long-term impact model by the end of the 2018-2019 school year



Goal 2

To implement the long term impact model

Priority 2 - Define Yu Ming's long-term impact

Goal 1: To commit to a long-term impact model by the end of the 2018-2019 school year

Option 1: Current Enrollment Plan

The first option is to focus only on the “school impact” area of the strategy house, with the current enrollment plan of enrolling up to 650-675 students and delaying discussion of impact scaling (i.e. Option 2 or 3) to the next 5-year strategic plan (i.e. 2024-2030).

Option 2: Sustainable Enrollment Plan

The second option is to grow Yu Ming enrollment across two larger campuses which will do the following:

- Grow the number of students served under Yu Ming's model across two larger campuses.
- Maintain the same academic program and school model across two campuses.
- Build upon Yu Ming's demonstrated and codified success.
- Share School-level capacity (i.e. school operations team) across two campuses.
- Enable the whole school to better mirror the local community student population as mandated by our Charter authorizer.
- Grow Yu Ming's reach in a new neighborhood within Alameda County that has high demand for Chinese immersion.

Priority 2 - Define Yu Ming's long-term impact

Goal 1: To commit to a long-term impact model by the end of the 2018-2019 school year

Summary of Community Engagement Discussion

	Comments
Supporting comments for Option 1 (Current Enrollment Plan)	<ul style="list-style-type: none">• We need to grow into a more robust school before further growth, as we have programs still in pilot.• Option 1 is more feasible at this point. Option 2 is challenging.• Yu Ming is still working on many things. There are limited resources devoted to serving the needs of current students already.• Do we know whether we can serve the currently enrolled FRL% (e.g. 20% or more in GK and G1)?• Starting a new school requires a lot of resources and may derail from what we currently do.• Option 2 is too ambitious at this point, but [we] can consider trying if we succeed with Option 1.
Supporting comments for Option 2 (Sustainable Enrollment Plan)	<ul style="list-style-type: none">• General Supporting Comments:<ul style="list-style-type: none">◦ Option 2 is an interesting and exciting opportunity for Yu Ming.◦ I support growth. (From multiple general supporters)◦ I now understand why we need to do Option 2.◦ At first I wasn't as confident about option 2, but now I think that option 2 is a good choice.• Comments related to Scale and Sustainability:<ul style="list-style-type: none">◦ I think growing beyond our current 1 school model is important for overall impact of the school and for financial stability. I support site #2.◦ Greater enrollment generates consistent revenue.◦ Option 1 doesn't seem to scale our impact.◦ I understand that Priority 2 is needed to make our school financially sustainable at this point.◦ Adding more sections feels like an appropriate thing to look at and creates more economies of scale.◦ We need to do whatever we need to be sustainable in the long term.◦ We do not need to be perfect before we grow. We may need to consider starting the second site with 2 grades if needed.• Other comments:<ul style="list-style-type: none">◦ Yu Ming will be ready for enrollment growth soon in a few years.◦ Knowing that we are not opening a new site immediately and that it would be a 2-year process makes me feel good about it.◦ There is great market demand for schools like Yu Ming, especially in areas with long waitlists (e.g. Hayward and Fremont).◦ Option 2 continues to put resources towards diversifying student enrollment.

Priority 2 - Define Yu Ming's long-term impact

Goal 1: To commit to a long-term impact model by the end of the 2018-2019 school year

Summary of Community Engagement Discussion

	Comments
Questions	<ul style="list-style-type: none">• Would it be hard to get qualified bilingual teachers to support further growth?• Does the Yu Ming team have the capacity for further growth?• Will there be economies of scales if we open a new site in a new high need location that is far from the first site?• In the process of growth, how can we ensure that the school continues to focus on providing excellent education to current students? This will help retain current student body, maintain demand for spots which justifies growth and attracts quality staff. Growing too fast and sacrificing quality education would be a lose/lose situation for the school and the students.• Can the data being captured be used to support future expansion models that are both repeatable and also scalable?• Who benefits if the Yu Ming model is replicated and becomes successful in other areas, other states, other countries, other languages?
Suggestions	<ul style="list-style-type: none">• Retaining Alcatraz or MLK and adding more classrooms there can be an idea for the second site.• It may make sense to have an expansion plan linked to achieving certain milestones/benchmarks rather than linked to a fixed timeline. Two possible milestones: 1) system/official teacher development pipeline for Chinese teachers; 2) demonstration that minority/FRL outcomes continue to be high for grades that have the higher level of FRL students (current K and G1 students once they get to 3rd grade SBAC scores?) but maybe there are other milestones that would be better representations of smooth running / ability to scale.

Priority 2 - Define Yu Ming's long-term impact

Goal 1: To commit to a long-term impact model by the end of the 2018-2019 school year

Greenlighting Analysis on the Sustainable Enrollment Plan option

Greenlighted?

Yes

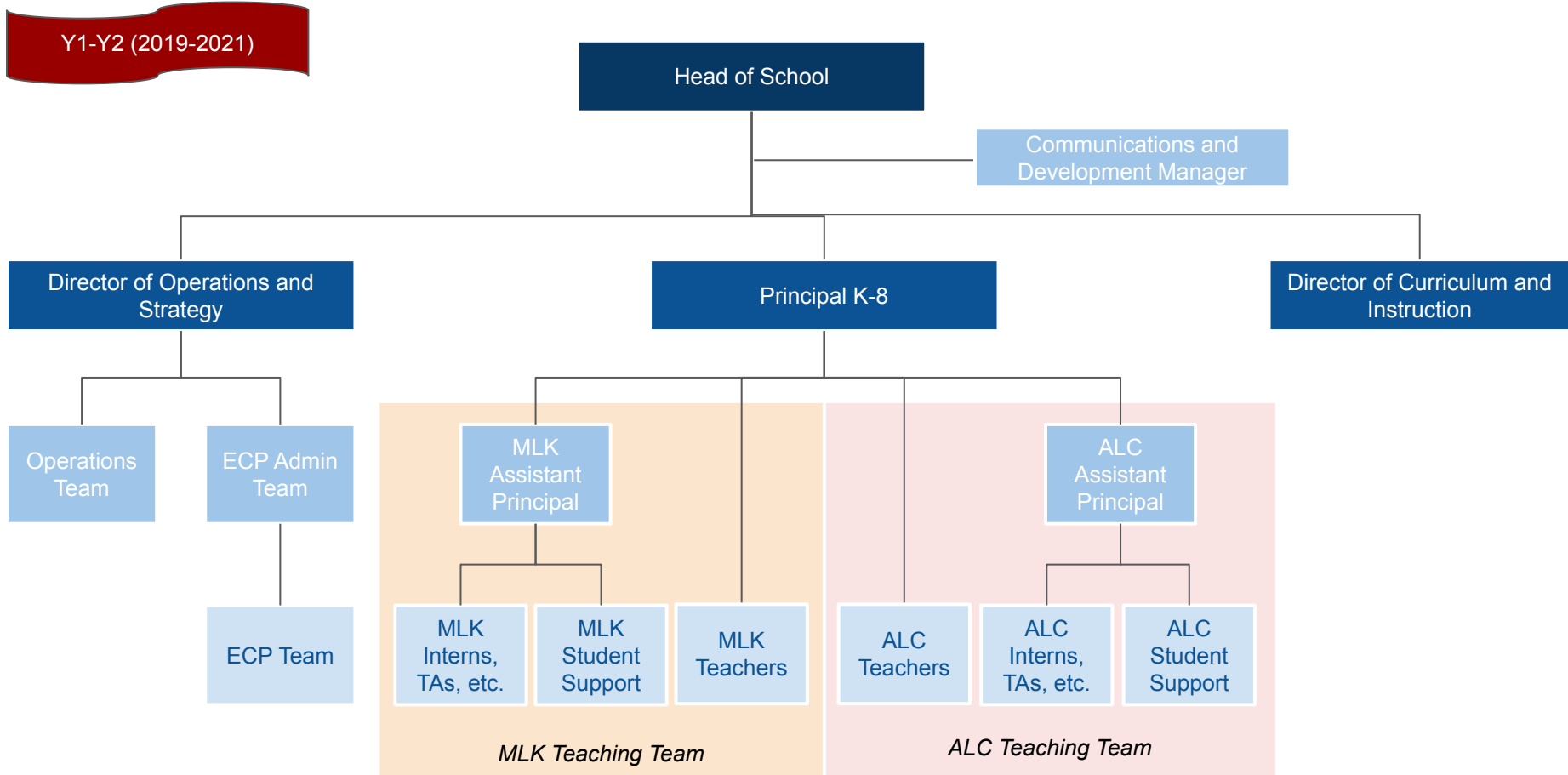
No

Abstain

Greenlighting Criteria	Details	Greenlighted?
Leadership capacity - <i>Does leadership team have bandwidth to execute Option 2?</i>	<ul style="list-style-type: none"> Necessary reorganization of LT roles in 2019-20 and beyond can support growth planning (i.e. K-8 Principal, Director of Curriculum and Instruction). (see supporting info) 	<ul style="list-style-type: none"> Yes No Insufficient info
Talent pipeline - <i>Do we have a strong teacher and leader pipeline to support 2 sites?</i>	<ul style="list-style-type: none"> We would need to hire 14 additional teachers during the 5 year plan to support the growth of YM on two larger campuses (see supporting info for details). With Strategic Priority 5 (talent strategies), this target is challenging but attainable. Leadership Team believes that Yu Ming brand is strong enough to attract talent to fill leadership position or board positions if necessary 	<ul style="list-style-type: none"> Yes No Insufficient info
Financial Viability - <i>Can we access 3+ years of funding to support the launch?</i>	<ul style="list-style-type: none"> We have a robust pipeline of potential funders: <ul style="list-style-type: none"> Confirmed: Charter School Growth Fund (\$750,000 over 3 years for expansion and replication) Likely: Silicon Schools Fund (\$800,000 over 3-4 years)) Likely: Educate78 (\$96,500 in 3 years or \$500/new student seat) Option 2 would be financially viable considering different risk scenarios. (see supporting info) 	<ul style="list-style-type: none"> Yes No Insufficient info
Neighborhood identification - <i>Can we identify 1-2 high-demand neighborhoods?</i>	<p>We have generated an initial list of potential neighborhoods in East Oakland and West San Leandro to explore. Further research into these and other possible communities is needed. (see supporting info for details)</p>	<ul style="list-style-type: none"> Yes No Insufficient info
Organizational needs - <i>Do we have any other compelling reasons to pursue greater enrollment?</i>	<ul style="list-style-type: none"> Relative high cost of delivering a high-quality specialized academic program requires greater scale Incremental growth to date will not achieve YM's mission of a "diverse community" nor ACOE's stated mandate that YM serve a student population more representative of the Alameda county as part of its charter renewal (see supporting info) Facility equity and financing partner PCSD relies on YM's commitment to serving more underserved populations Future philanthropic investments in YM may rely on growth of YM's underserved student populations 	<ul style="list-style-type: none"> Yes No Insufficient info

Goal 1: To commit to a long-term impact model by the end of the 2018-2019 school year

Supporting Information for Leadership Capacity: 5-year Leadership Team and Organizational Structure

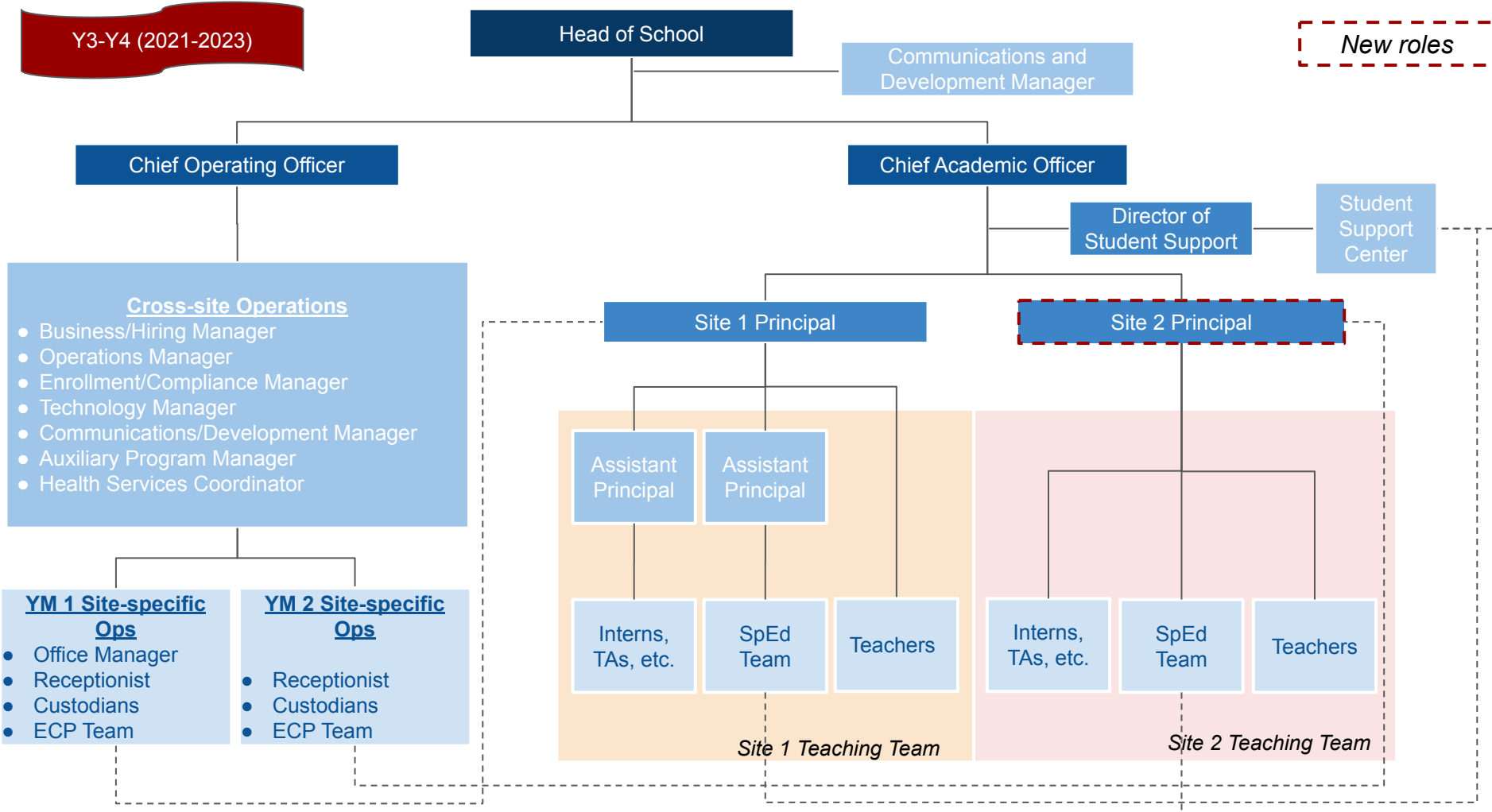


Priority 2 - Define Yu Ming's long-term impact

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Goal 1: To commit to a long-term impact model by the end of the 2018-2019 school year

Supporting Information for Leadership Capacity: 5-year Leadership Team and Organizational Structure

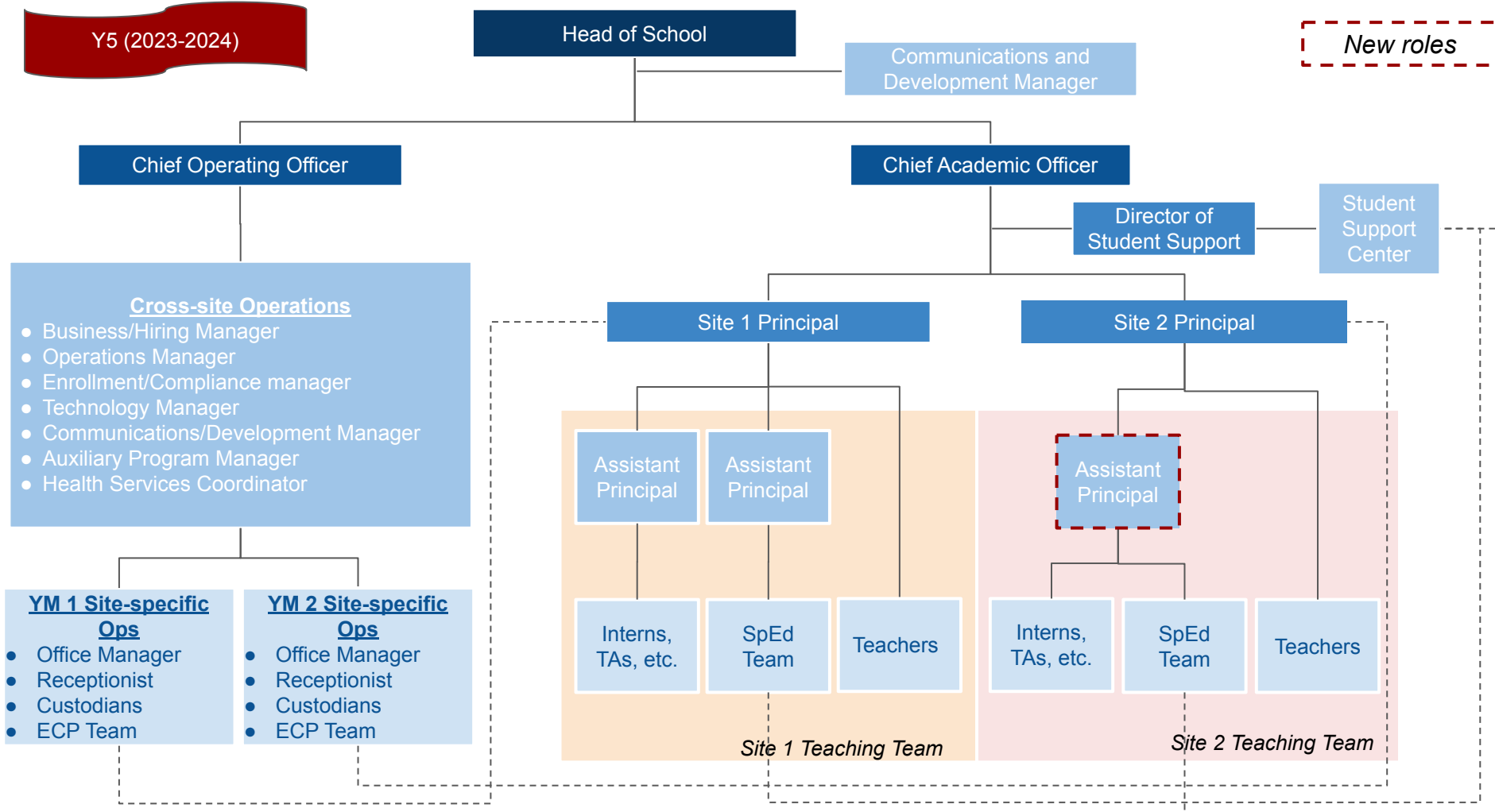


Priority 2 - Define Yu Ming's long-term impact

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Goal 1: To commit to a long-term impact model by the end of the 2018-2019 school year

Supporting Information for Leadership Capacity: 5-year Leadership Team and Organizational Structure



Priority 2 - Define Yu Ming's long-term impact

DRAFT

Goal 1: To commit to a long-term impact model by the end of the 2018-2019 school year

Supporting Information for Talent Pipeline: Staffing projection

	Y0 - 2018-19			Y1 - 2019-20			Y2 - 2020-21			Y3 - 2021-22			Y4 - 2022-23			Y5 - 2023-24		
	YM1, 2 campuses			YM1, 2 campuses			YM1, 2 campuses			YM1 & 2, 2 campuses			YM1 & 2, 2 campuses			YM1 & 2, 2 campuses		
	School	ALC	MLK	School	ALC	MLK	School	ALC	MLK	School	Site 1	Site 2	School	Site 1	Site 2	School	Site 1	Site 2
Enrollment (low case)																		
Total Enrollment	447	207	240	480	234	246	525	234	291	636	558	78	739	583	156	839	605	234
Staffing Projection (Scenario 1 in Teacher number projection model)																		
Instructional Team																		
Dir of Curriculum and Instruction	0	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-
Principal	2	-	-	1	-	-	1	-	-	-	1	1	-	1	1	-	1	1
Assistant Principal	-	-	-	-	1	1	-	1	1	-	2	0	-	2	0	-	2	1
Teachers (excl. TA Intern)	30	-	-	29	-	-	32	-	-	-	35	5	-	36	9	-	37	14
Student Support Service Team																		
Dir of Student Support	1	-	-	0	-	-	0	-	-	1	-	-	1	-	-	1	-	-
Student Support Team	10	-	-	10	-	-	11	-	-	-	12	2	-	12	3	-	13	5
Operations & ECP Team																		
Dir of Operations & Strategy	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-
Cross-site Operations (incl. ECP admin team)	4.7	-	-	5	-	-	5	-	-	7	-	-	7	-	-	7	-	-
Site-specific Operations (excl. ECP)	-	2.5	2.5	-	2.7	2.5	-	2.7	2.5	-	3.5	2.5	-	3.5	2.5	-	3.5	3.5

Priority 2 - Define Yu Ming's long-term impact

DRAFT

Goal 1: To commit to a long-term impact model by the end of the 2018-2019 school year

Supporting Information for Financial Viability: Financial Projection

YM Site 2 Financial Projection	Y3	Y4	Y5
	2021-22 (K)	2022-23 (K-1)	2023-24 (K-2)
YM Site 2 Enrollment (3 sections per grade)	78	156	234
Total Revenues	\$924,887.64	\$1,895,822.60	\$2,896,970.25
LCFF	\$676,908.04	\$1,390,113.41	\$2,133,531.46
Federal Revenues	\$0.00	\$9,750.00	\$19,500.00
State Revenues	\$115,379.60	\$230,759.19	\$346,138.79
Fundraising/Local Revenues (\$1,700/student)	\$132,600.00	\$265,200.00	\$397,800.00
Total Expenses	\$1,081,703.50	\$1,894,424.50	\$2,805,570.50
Total Certificated	\$356,000.00	\$617,000.00	\$953,000.00
Total Classified	\$277,500.00	\$422,500.00	\$562,500.00
Other Expense	\$448,203.50	\$854,924.50	\$1,290,070.50
Net Profit/Loss	-\$156,815.86	\$1,398.10	\$91,399.75
Operating a balanced budget in year 4			

Goal 1: To commit to a long-term impact model by the end of the 2018-2019 school year

Current Enrollment Plan Option: Risk Scenario and Mitigation Plan 1

Risk 1: Cost of facility increase

Under Strategic Priority 4, Yu Ming aims to build a permanent facility to accommodate 675 students at full enrollment in Year 7 (2025-26). Current financing model for the project forecasts a \$1800 per pupil loan obligation starting in Year 4 (2022-23), a \$700 per pupil increase from our current below market rent of \$1100 per pupil at our temporary facility. Such pressure will put Yu Ming into net loss in Year 4 (2022-23).

Potential Mitigation: Increase capital campaign/local fundraising contribution to decrease the size of the loan

	2018-19	2019-20 Trend	2020-21	2021-22	2022-23	2023-24
Total Enrollment	449	482	525	559	582	604
ADA	435.31	462.72	504.00	536.64	558.72	579.84
% Free and Reduced	14%	14%	14%	14%	14%	14%
% English Language Learners	7%	7%	7%	7%	7%	7%
% Unduplicated Low Income, EL, Foster Youth	19%	19%	19%	19%	19%	19%
INCOME						
8011-8098 - Local Control Funding Formula Sources	3,604,770	3,955,608	4,445,171	4,852,117	5,200,839	5,522,506
8100-8299 - Federal Revenue	123,801	85,058	91,218	98,540	104,082	108,241
8300-8599 - Other State Revenue	625,080	548,808	577,110	602,955	805,763	837,780
8600-8799 - Other Local Revenue	763,194	808,038	879,577	936,450	975,317	1,012,623
Grants/Fundraising	903,900	1,018,080	1,061,062	1,111,969	871,406	904,346
8999 - Other Prior Year Adjustment	1,073	-	-	-	-	-
TOTAL INCOME	6,021,818	6,415,592	7,054,140	7,602,032	7,957,407	8,385,495
EXPENSE						
1000 - Certificated Salaries	2,357,537	2,676,035	2,892,587	3,121,616	3,363,755	3,489,896
2000 - Classified Salaries	664,180	859,297	891,521	924,953	959,639	995,625
3000 - Employee Benefits	713,877	825,216	918,372	979,027	1,052,135	1,135,469
4000 - Supplies	391,167	304,102	358,122	389,164	413,575	438,167
5000 - Operating Services	1,576,379	1,667,226	1,806,876	1,939,411	2,429,052	2,518,510
6000 - Capital Outlay	23,780	33,417	33,800	33,800	7,033	4,600
7000 - Other Outgo	-	-	-	-	-	-
TOTAL EXPENSE	5,726,920	6,365,294	6,901,277	7,387,971	8,225,189	8,582,267
NET INCOME	294,898	50,299	152,862	214,061	(267,782)	(196,772)

Priority 2 - Define Yu Ming's long-term impact

Goal 1: To commit to a long-term impact model by the end of the 2018-2019 school year

Current Enrollment Plan Option: Risk Scenario and Mitigation Plan 2

Risk 2: Pressure from ACOE at Charter Renewal

At the 2015 charter renewal hearing, the ACOE Board directed Yu Ming to take active measures to diversify student demographics so that we are more reflective of Alameda County. Yu Ming's Board approved a 20% categorical preference for students qualifying for Free and Reduced lunch (FRL) which was applied beginning in 2017-2018. Although numbers of FRL students and some other student groups have increased each year, the current pace of growth will not achieve sufficient demographic representation closer to Alameda County. This may impact our next charter renewal hearing (2020-2021)

Potential Mitigation: Revise our lottery preference; further increase the FRL categorical preference percentage in Kinder enrollment

	Yu Ming			Alameda County (2017-18, K12 students)
	2016-17	2017-18	2018-19	
FRL %	9.2%	13.7%	14.4%	66.2%
EL %	14.8%	5.4%	7.0%	28.0%
SpEd %	7.3%	6.2%	6.3%	10.3% (2016-17)
Black/Af Am %	3.9%	4.9%	6.1%	10.4%
Asian %	45.1%	46.0%	46.1%	24.6%
Hispanic/Latino %	5.0%	4.4%	5.8%	33.9%
White %	9.8%	8.3%	8.1%	18.9%

Priority 2 - Define Yu Ming's long-term impact

Goal 1: To commit to a long-term impact model by the end of the 2018-2019 school year

Sustainable Enrollment Plan Option: Risk Scenarios and Mitigation Plan 1-3

Risk 1: Yu Ming may need to operate up to 4 campuses during YM site #1's construction year 2021-2022 (Year 3)

With the opening of YM site #1 projected for fall 2022 (Year 3), YM site #1 can continue to operate on 2 campuses (ALC + MLK) with portables to accommodate 3 additional upper school classrooms during construction, while the 3 sections of kindergarten open for YM site #2. If YM #1 must locate the 3 additional classrooms needed for the MLK site, YM site #1 may be located across 3 locations during 2021-22 (Year 3).

Potential Mitigation: Prepare in Year 1 and 2 for the site needs of Year 3 so that the number of sites during that year of construction are minimized as much as possible.

Risk 2: Talent pipeline may not match the need to staff Sustainable Enrollment Plan

Although we are committed to Strategic Priority 5 for a robust talent strategy, we may still face an unexpected talent shortage due to variance of regional talent supply.

Potential Mitigation: Advance Strategic Priority 5 goals and action items during Year 1 and 2 so that a robust pipeline of teachers and leaders is sufficiently developed so that Year 3 staffing is strongly met.

Risk 3: Lower than expected enrollment for the new site for Sustainable Enrollment Plan

Although our waitlists have consistently exceeded overall school enrollment numbers at every spring lottery day, it is difficult to predict demand and enrollment in the new targeted geographic area.

Potential Mitigation: Adequately invest in developing a strong plan and implementation for communications and marketing, community engagement, and outreach and recruitment during Year 1 and 2.

Goal 1: To commit to a long-term impact model by the end of the 2018-2019 school year

Supporting Information for Neighborhood Identification: Market research plan

Measurement		Data point	Collection Method
Feasibility for Yu Ming	Available market demand <i>Definition: Total market demand that we can theoretically address</i>	Average number of kindergarten students enrolled in private, district, and charter schools in a geographic target	Online research
	Facilities	Availability of facilities in the region	Search with our real estate agent and PCSD
Attractiveness of Yu Ming	Competition	Number of Mandarin Immersion schools and programs in the region	Online research
	Infrastructure	Accessibility to public transportation in the region	Online research
	Student demographics	Average FRL% in public schools in the region	Online research
	Addressable market demand <i>Definition: Market demand that we can practically address given the current level of maturity of the market</i>	Numbers of Mandarin speaking populations, mandarin programs/schools, and churches with mandarin services	Online research
		Enrollment/waitlists at next closest public Mandarin Immersion schools	Online research

Priority 2 - Define Yu Ming's long-term impact

Goal 2: To implement the long term impact model

Action 1: Develop the organizational structure for growth into two larger sites in one school

- YM will define responsibilities at the school level versus the site level to ensure operational synergies and efficiencies, and document in Academic and Operational Playbooks.
- YM will plan for a robust leader and talent pipeline by finalizing the roadmap for leader and teacher staffing for the next 5 years.
- Please refer to action plans for Strategic Priority 5 for additional information regarding talent preparation and retention.

Action 3: Identify a feasible and attractive neighborhood

- Yu Ming will conduct market research to identify a feasible and attractive neighborhood with sufficient demand for Yu Ming's program, a feasible facility solution, and a mild competitive landscape.

Action 2: Secure 3+ years funding to support the launch of Yu Ming Site #2

- Yu Ming will secure funding and finalize grant agreements with growth funders for 3-4 years:
 - Charter Schools Growth Fund - \$750,000 awarded (3-year disbursement starting 19-20)
 - Silicon Schools Fund - up to \$850,000 anticipated
 - Educate78 - at least \$96,500 in 3 years or \$500/new student seat anticipated

Action 4: Implement the demographics shift

- At the upcoming charter renewal (Hearing in 20-21) YM will forward a plan to address ACOE demographic concerns with changes to the charter that include greater enrollment to address greater FRL targets (e.g. higher preference %)
- Yu Ming will design a plan to communicate with key external stakeholders to build support for Yu Ming Sustainable Enrollment Plan

Priority 3

*Secure and build Yu Ming's
long-term facility*



Priority 3 - Secure long-term facility

Goal Overview



Goal 1

To find a permanent location large enough to accommodate all students at our full enrollment



Goal 2

To sufficiently finance the facility project with a successful capital campaign



Goal 3

To open the 2022-2023 school year (Year 4) at the new facility site

Priority 3 - Secure long-term facility

Goal 1: To find a permanent location large enough to accommodate all students at our full enrollment

The facility options we are currently exploring:

1		New facility at MLK	2		University campus co-location
		Demolish existing buildings at MLK and replace with a new facility that meets the need of Yu Ming site #1 at full capacity			Renovate the facility in a college campus to accommodate the need of Yu Ming site #1 at full enrollment
Pros	<ul style="list-style-type: none">• Site is in prime location• Site is familiar to our community• Site is proximate to transit			<ul style="list-style-type: none">• Possible education synergies (e.g. teacher residency and credentialing program, student teachers, etc.)• More reliable non-cap H1B Visa pathway with Institution of Higher Education• Highly motivated university leadership• Access to auxiliary facilities at cost	
	<ul style="list-style-type: none">• Risks associated with long term relationship with diocese• Complications around long term ground lease vs. ownership• Site is a bit smaller than ideal			<ul style="list-style-type: none">• We do not have any existing partnerships with this university so it is a new relationship• The location is not as accessible to public transportation	

Note: we will continue to search for additional facility options beyond these 3 existing options

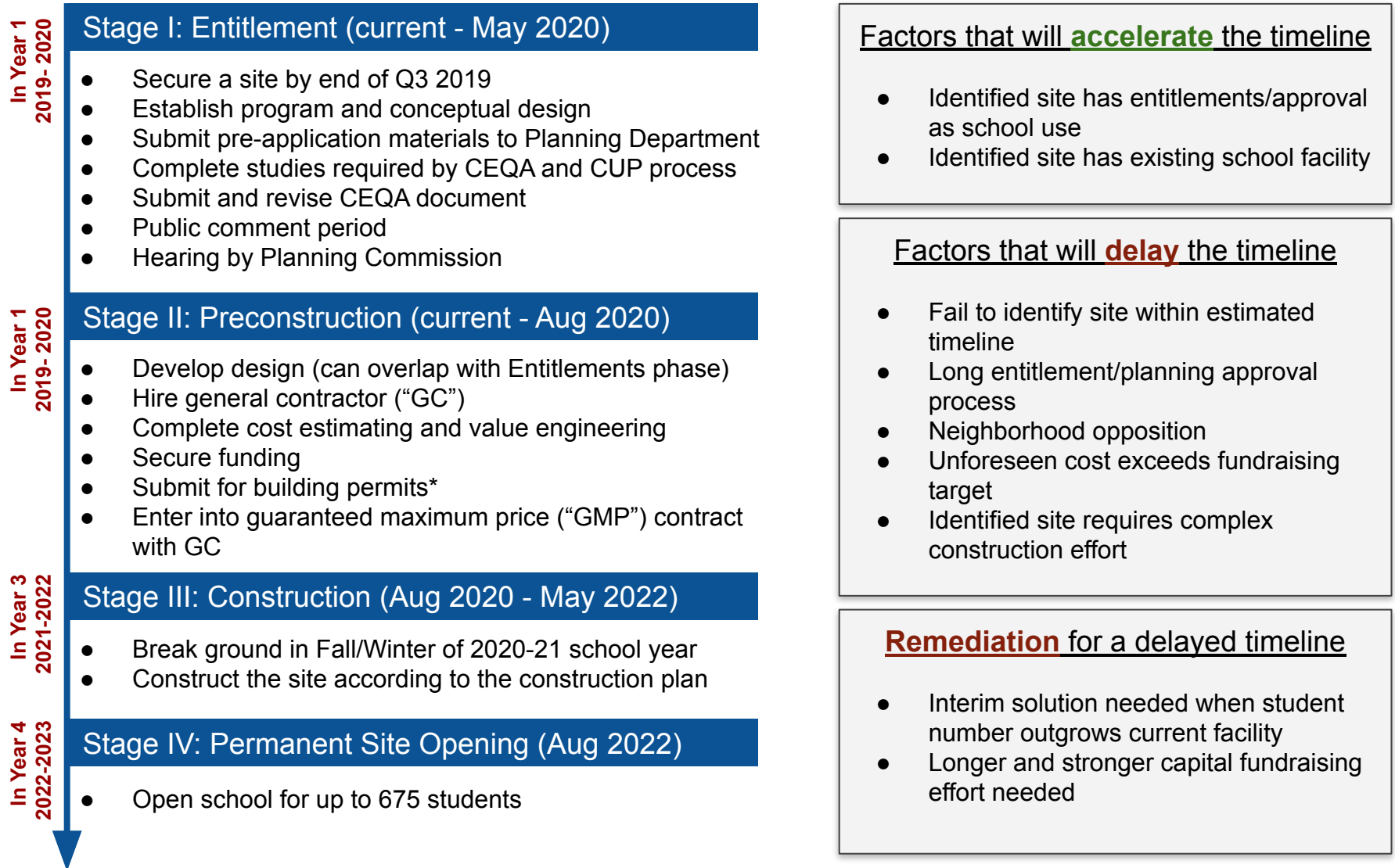
Priority 3 - Secure long-term facility

Goal 2: To sufficiently finance the facility project with a successful capital campaign

Budget Estimation				Sources of Money			
Hard Cost Construction	\$20-22M	80-85 %	Architecture and Engineering, Construction Admin, Geotechnical consultant, Special Inspections, Ongoing plan review, etc	Conventional Debt	\$7-8M	40-45 %	Commercial Bank or CDFI debt
Soft Cost (Entitlement and Preconstruction)	\$2-3M	9-10%	<ul style="list-style-type: none"> Architect, Consultant (planning, environment, etc) Planning Dept, Legal, Land Use attorney, etc Architecture and Engineering, Geotechnical Consultants, Plan Review and Permit, Legal, etc 	School Equity	\$4-5M	28-30 %	Capital Campaign
Finance Cost	\$0.2-0.3M	~1%	Loan obligation	Partner Equity	Partner 1: \$9-10M	35-37 %	Fixed Return on Investment
Contingency	\$1-2M	5-10%	Buffer		Partner 2: \$4-5M	18-20 %	

Priority 3 - Secure long-term facility

Goal 3: To open the 2022-2023 school year (Year 4) at the new facility site



Priority 4

*Improve operational efficiency
and financial sustainability*



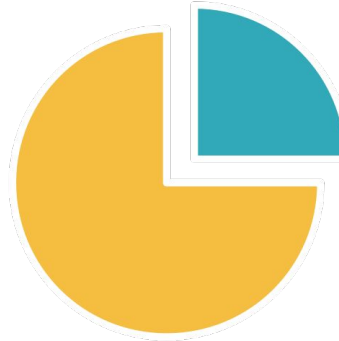
Priority 4 - Improve operational efficiency and financial sustainability

Goal Overview



Goal 1

To codify Yu Ming's operational practices



Goal 2

To improve the revenue structure by increasing ADA revenue and diversifying non-ADA revenue sources



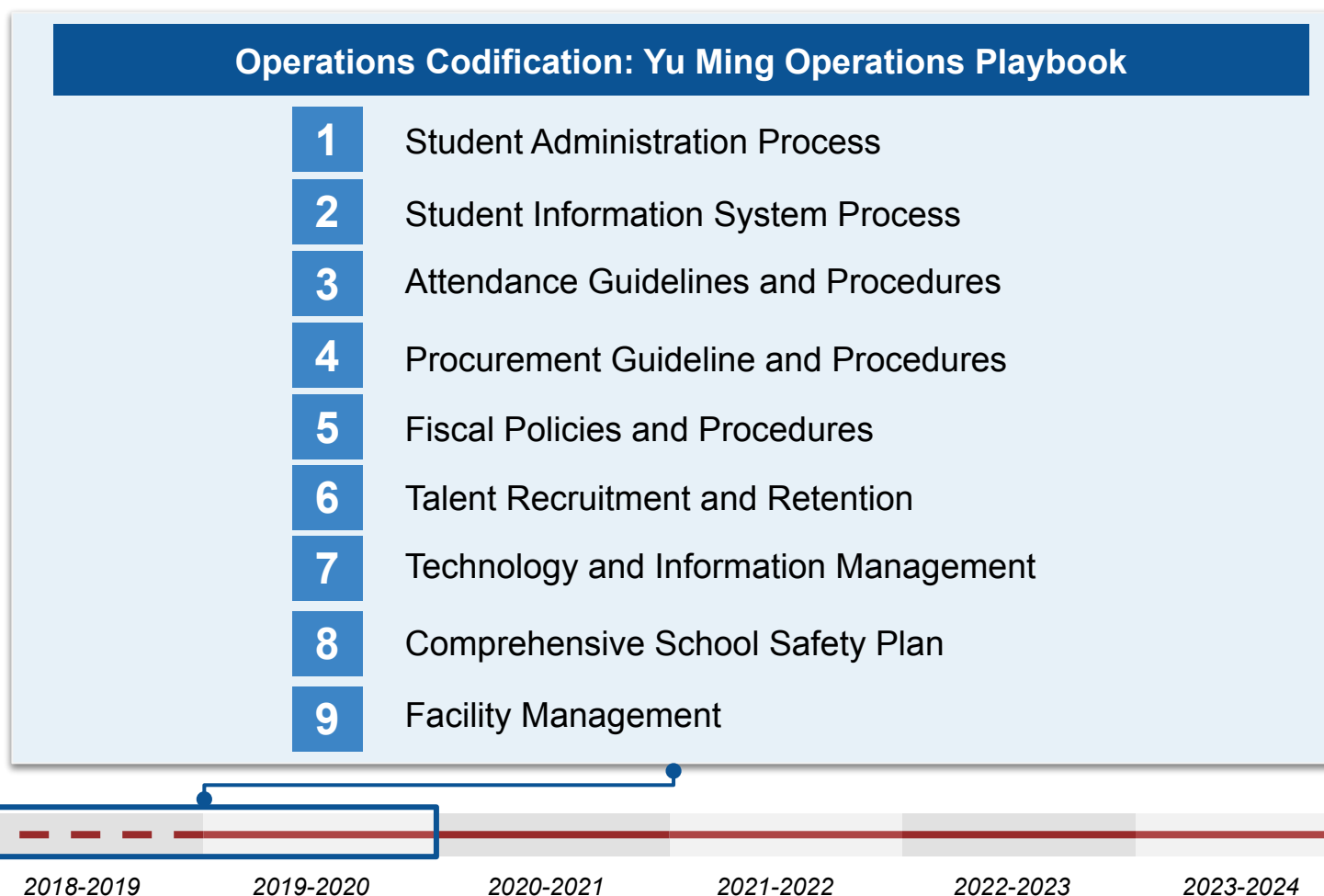
Goal 3

To monitor selected financial indicators and achieve their performance targets

Priority 4 - Improve operational efficiency and financial sustainability

Goal 1: To codify Yu Ming's operational practices

Yu Ming's operational practices will be codified in our Operations Playbook in 2019-2020 (Year 1)

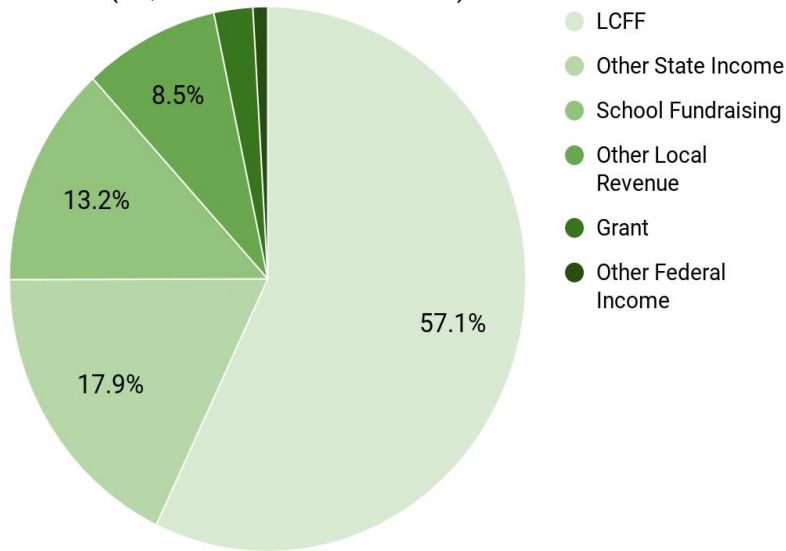


Priority 4 - Improve operational efficiency and financial sustainability

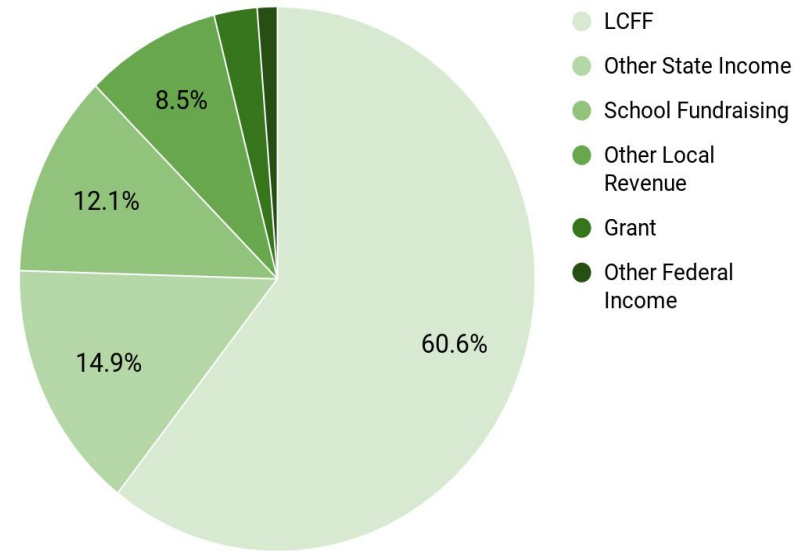
Goal 2: To improve revenue structure by increasing ADA revenue and diversifying non-ADA revenue

Current Status: Yu Ming has had a similar revenue structure historically

2017-18 (FY, Total Revenue = \$5.1M)



2018-19 (Forecasted as of 02/28/19, Total Revenue = \$5.9M)



Action 1: Increase ADA revenue

- YM will increase student enrollment (e.g. current enrollment plan to 650-675 by Year 7 and other ADA growth)

Action 2: Diversify non-ADA revenue

- YM will invest staffing and resources on grant fundraising to achieve non-ADA revenue diversity

Priority 4 - Improve operational efficiency and financial sustainability

Goal 3: To monitor selected financial indicators and achieve their performance targets

The four selected financial indicators are:

***Indicator 1:
Budget Variance***

***Indicator 2:
Fundraising revenue
per pupil***

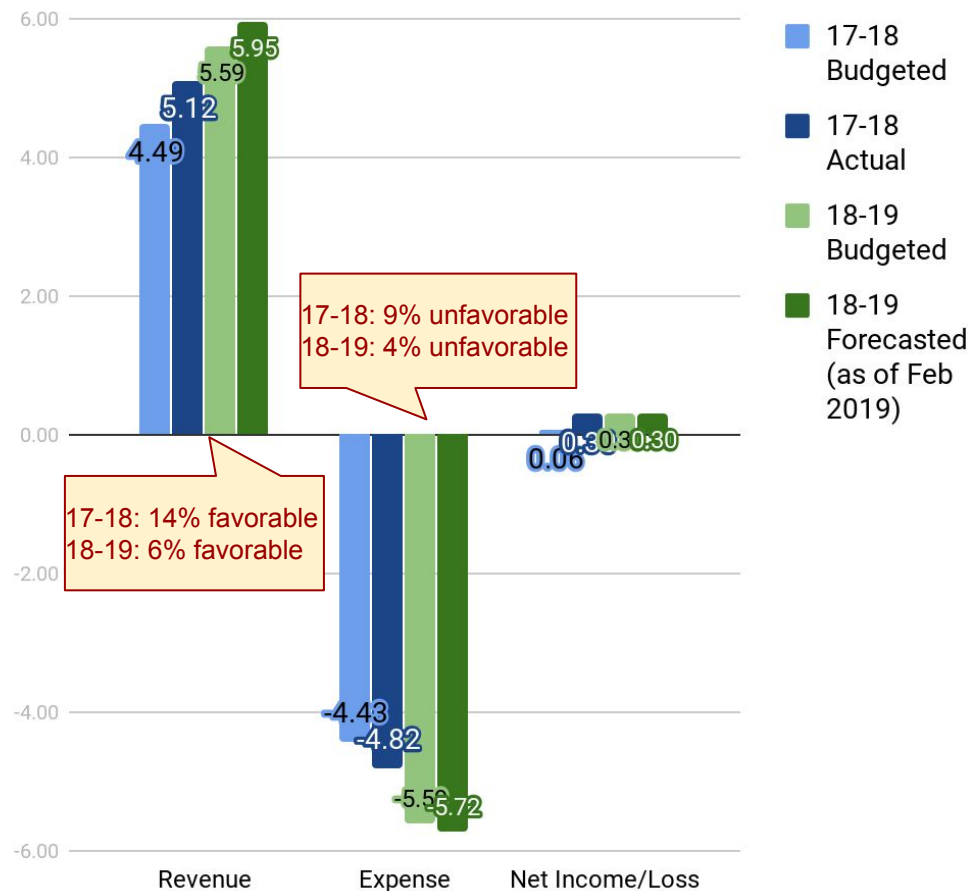
***Indicator 3:
Average Daily
Attendance rate***

***Indicator 4:
Cash Reserve***

Priority 4 - Improve operational efficiency and financial sustainability

Goal 3: To monitor selected financial indicators and achieve their performance targets

Budgeted vs. Actual (in Million USD)



Indicator 1: Budget Variance

Definition: Budget Variance is the difference between the budgeted amount of expense or revenue and the actual amount. The variance is favorable when the actual revenue is higher or the actual expense is lower than the budget.

Performance Target

Maintain favorable revenue and expense variances within 0-5% of the budgeted amount.

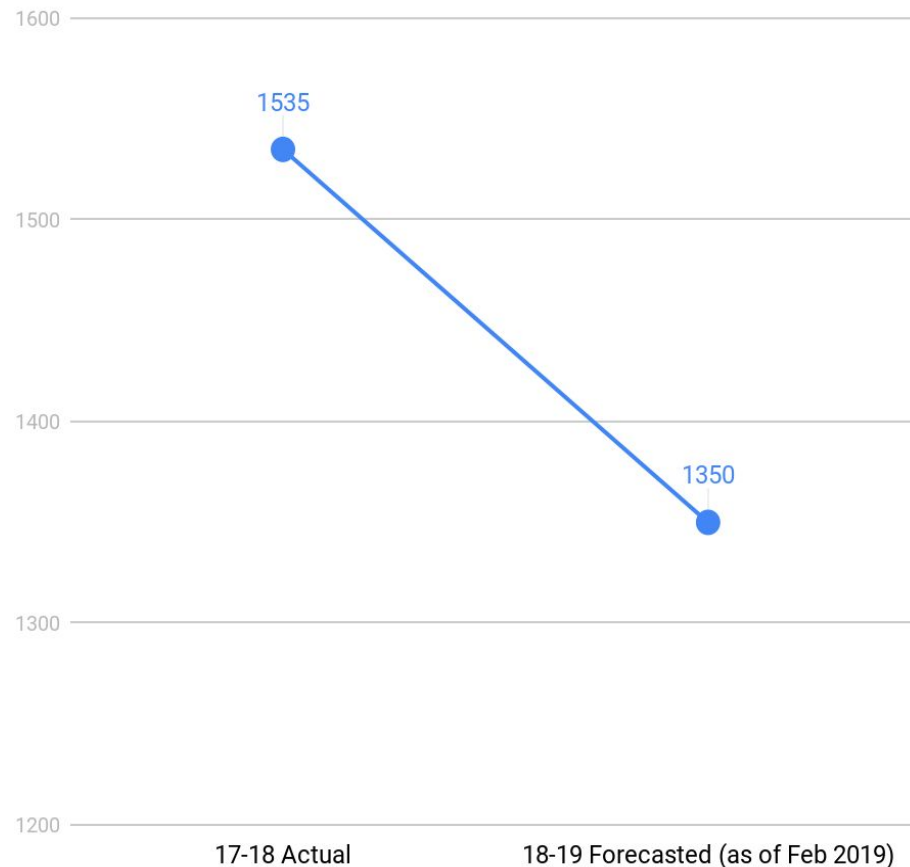
Strategic Actions

- Yu Ming will build in monthly check points to monitor revenue and expense variances
- Yu Ming will identify overspending areas and make necessary spending adjustment if unfavorable expense variance is too high
- The board needs to be aware of the rationale if the target is not met

Priority 4 - Improve operational efficiency and financial sustainability

Goal 3: To monitor selected financial indicators and achieve their performance targets

Fundraising Revenue per Student (in USD)



Indicator 3: Fundraising revenue per pupil

Definition: Fundraising revenue per pupil measures fundraising effectiveness on a per student basis.

Performance Target

\$1500 per pupil

Note: As we diversify our community, we expect to see fundraising revenue per pupil drop

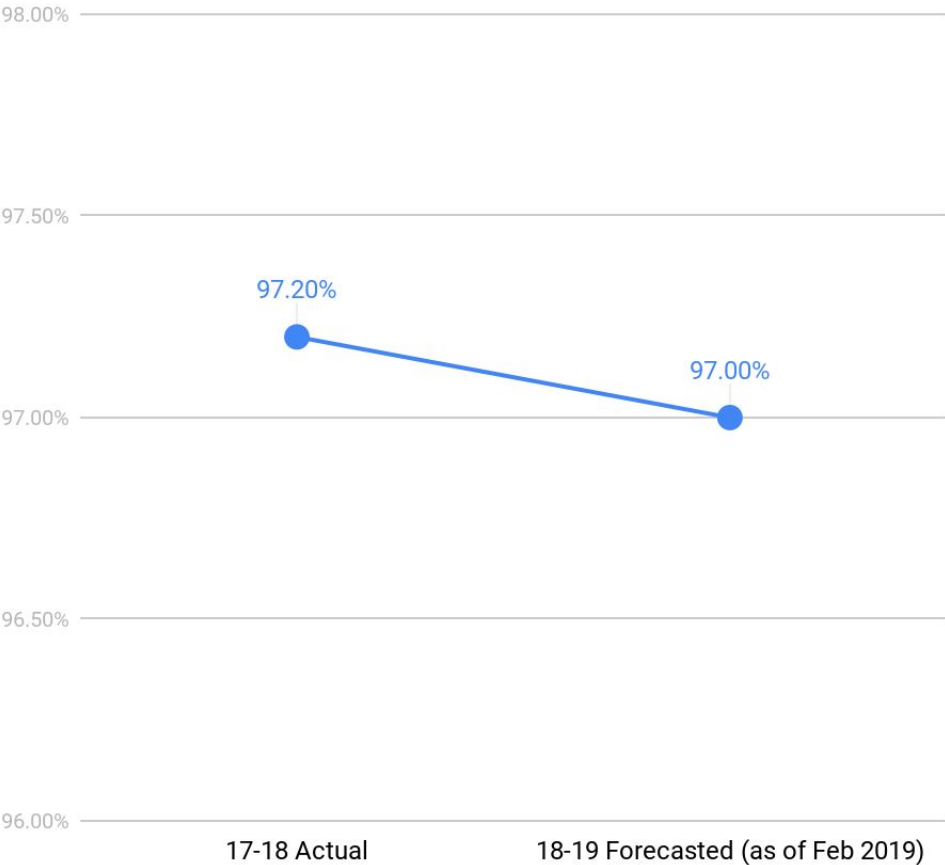
Strategic Actions

- Continue to partner with the Fundraising Committee of the Family Support Organization to maintain our annual general operating fundraising efforts: Fall Appeal, Readathon, Spring Auction and Benefit
- Maintain or Improve parent participation rate in fundraising efforts

Priority 4 - Improve operational efficiency and financial sustainability

Goal 3: To monitor selected financial indicators and achieve their performance targets

Average Daily Attendance %



Indicator 3: Average Daily Attendance%

Definition: Average Daily Attendance (ADA) is defined as the total days of student attendance divided by the total days of instruction. ADA% is ADA over total enrollment number.

Performance Target

97-98%

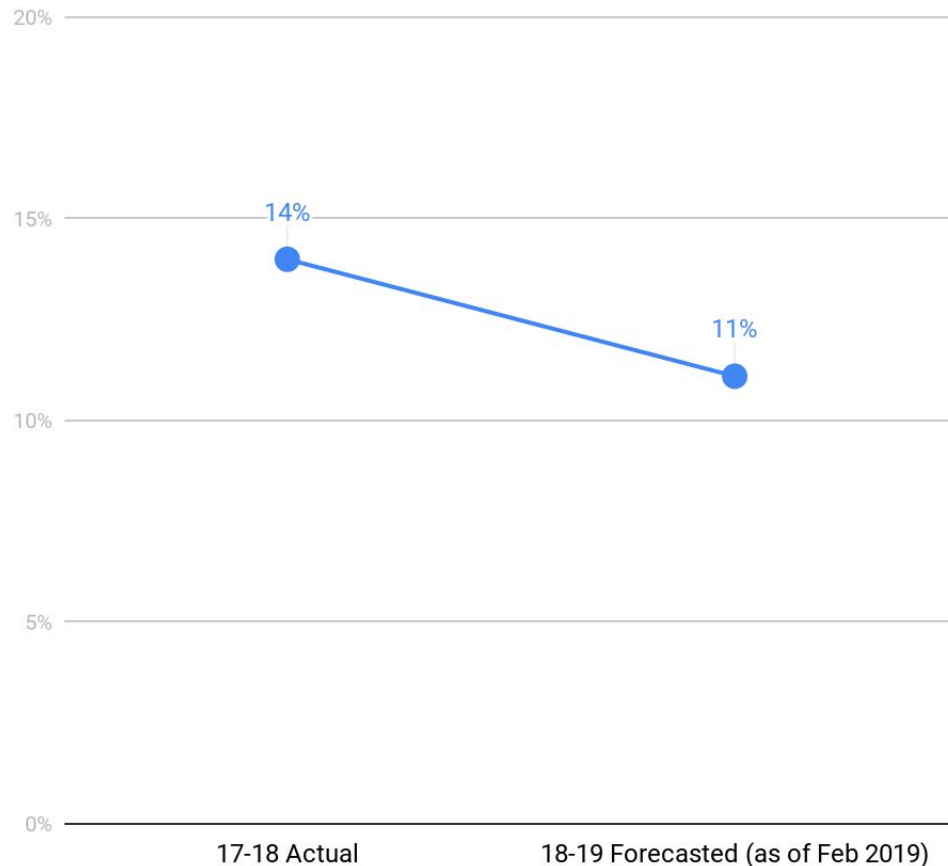
Strategic Actions

- Yu Ming will continue to meet enrollment targets by CALPADS reporting day
- Yu Ming will continue to emphasize the importance of attendance and completing Independence Study Plans with students, families and staff members

Priority 4 - Improve operational efficiency and financial sustainability

Goal 3: To monitor selected financial indicators and achieve their performance targets

Cash Reserve (in %)



Indicator 4: Cash Reserve

Definition: Cash reserves refer to the money a company or individual keeps on hand to meet short-term and emergency funding needs.

Performance Target

20-25%

Strategic Actions

- Realistically budget cash reserve year on year aligning with the blueprint of the 5-year strategic plan
- Continue to monitor cash reserve monthly
- Budget and commit to a strong net income to support a healthy cash reserve by end of year

Priority 4 - Improve operational efficiency and financial sustainability

The Impact of Other Priorities on Priority 4

Strategy Priority	Impact on Priority 4
Strategy Priority #1 (Strengthen model for a more diverse population)	<ul style="list-style-type: none">• A more diverse student population unlocks additional LCFF revenue for Unduplicated Count students and may attract more philanthropic support and other grants
Strategy Priority #2 (Model Impact)	<p><u>If choose Option 1: Current Enrollment Plan</u></p> <ul style="list-style-type: none">• Revenue side:<ul style="list-style-type: none">◦ Non-ADA revenue is needed to support school's facility development project <p><u>If choose Option 2: Sustainable Enrollment Plan</u></p> <ul style="list-style-type: none">• Revenue side:<ul style="list-style-type: none">◦ Enrollment growth will attract philanthropic support for school growth and/or serving traditionally underserved students• Cost side:<ul style="list-style-type: none">◦ Yu Ming site #2 enrollment revenue will enable spreading costs across more students
Strategy Priority #3 (Long-Term Facility)	<ul style="list-style-type: none">• Expect lease cost per pupil to increase significantly with a long-term facility and rising market rents for temporary facilities• Anticipate low cash reserve in the process of searching and constructing the long-term facility• Require cost cutting, capital campaign fundraising and/or other revenue generation
Strategy Priority #5 (Talent Strategy)	<ul style="list-style-type: none">• Recruitment, development, and retention of staff requires sufficient investments in staffing (e.g. Leadership team management, coaching support, instructional assistant support for teachers, etc.)

Priority 5

*Build a strong high-quality
teacher and leader pipeline*



Priority 5 - Build a strong pipeline of high-quality teachers and leaders

Goal Overview



Goal 1

To build a strong pipeline of qualified and well prepared teachers and leaders



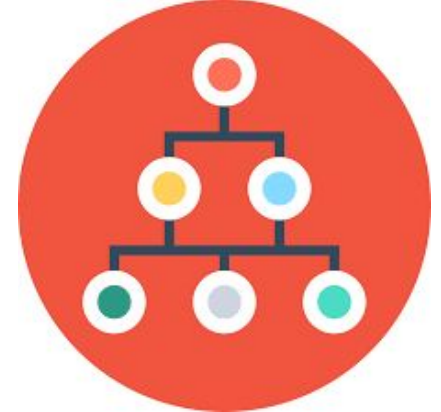
Goal 2

To retain high-performing teachers, staff members and leaders



Goal 3

To provide professional development opportunities and growth pathways for teachers and staff



Goal 4

To create a clear organizational structure that helps staff deliver consistent results

Priority 5 - Build a strong pipeline of high-quality teachers and leaders

Goal 1: To build a strong pipeline of qualified and well prepared teachers and leaders

Action 1: A more proactive talent recruitment approach

- YM will develop a clear and strong value proposition and explore targeted marketing for recruiting teachers, staff members and leaders in the current competitive market
- YM marketing will target increasing talent representation diversity (e.g. ethnicity, socio-economic backgrounds, language, and professional experiences)
- YM will define its social media strategy and increase social media presence on platforms that engage potential talent (e.g. LinkedIn, Facebook, WeChat, etc.)
- YM will integrate newly developed marketing strategies into a year-round recruiting cycle
- YM will establish relationships with target graduate schools of education and teacher credentialing programs to support our hiring timelines
- YM will explore the use of other recruitment platforms (e.g. LinkedIn) and partners (e.g. TFA alumni network) to proactively develop a pipeline of Teacher and Leader talent

Action 2: Teacher residency and visa pathways

- YM is actively developing partnerships with Teacher Residency and Teacher Intern programs (e.g. Alder GSE Teacher Residency Program, Loyola Marymount GSE Intern Program, Relay GSE for credentialing) that address credentialing, bilingual authorization, teacher induction, etc
- YM will continue to expand partnerships with higher education institutions/universities enabling a more reliable pathway to lottery exempt H1B visas for teachers
- YM will continue to sponsor working visa and green card applications for teachers

Action 3: An effective and efficient recruiting process

- YM will refine our recruiting process and tools for greater efficiency and smoother experience for candidates. We will optimize the process by:
- Revisiting our online hiring platform to better manage applicant submissions
 - Revisiting our applicant tracker that monitors application stage and manages an active pool of prospective talent
 - Refining the hiring and onboarding checklist to ensure the quality and integrity of the hiring system
 - Updating interview/demo evaluation tools to assess candidates' strengths in desired hiring criteria
 - Training the hiring team at the beginning of the recruiting season

Priority 5 - Build a strong pipeline of high-quality teachers and leaders

DRAFT

Supporting Information: Estimated teacher staffing needs for the next 5 years

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2018-19*	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Site 1 student number	447	480	525	558	583	605
Total Teaching Staff (Site 1, Excl. TAs and Interns)	30	29	32	39	45	51
Teacher hiring need (85% retention)	-	4-5	7-9	11-12	11-12	12-13

*2018-19 Teacher retention rate is 87%

Priority 5 - Build a strong pipeline of high-quality teachers and leaders

Supporting Information: Organization Structure and Staff number projection

	Y0 - 2018-19			Y1 - 2019-20			Y2 - 2020-21			Y3 - 2021-22			Y4 - 2022-23			Y5 - 2023-24		
	YM1, 2 campuses			YM1, 2 campuses			YM1, 2 campuses			YM1 & 2, 2 campuses			YM1 & 2, 2 campuses			YM1 & 2, 2 campuses		
	School	ALC	MLK	School	ALC	MLK	School	ALC	MLK	School	Site 1	Site 2	School	Site 1	Site 2	School	Site 1	Site 2
Enrollment (low case)																		
Total Enrollment	447	207	240	480	234	246	525	234	291	636	558	78	739	583	156	839	605	234
Staffing Projection (Scenario 1 in Teacher number projection model)																		
Instructional Team																		
Dir of Curriculum and Instruction	0	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-
Principal	2	-	-	1	-	-	1	-	-	-	1	1	-	1	1	-	1	1
Assistant Principal	-	-	-	-	1	1	-	1	1	-	2	0	-	2	0	-	2	1
Teachers (excl. TA Intern)	30	-	-	29	-	-	32	-	-	-	35	5	-	36	9	-	37	14
Student Support Service Team																		
Dir of Student Support	1	-	-	0	-	-	0	-	-	1	-	-	1	-	-	1	-	-
Student Support Team	10	-	-	10	-	-	11	-	-	-	12	2	-	12	3	-	13	5
Operations & ECP Team																		
Dir of Operations & Strategy	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-
Cross-site Operations (incl. ECP admin team)	4.7	-	-	5	-	-	5	-	-	7	-	-	7	-	-	7	-	-
Site-specific Operations (excl. ECP)	-	2.5	2.5	-	2.7	2.5	-	2.7	2.5	-	3.5	2.5	-	3.5	2.5	-	3.5	3.5

Priority 5 - Build a strong pipeline of high-quality teachers and leaders

Goal 2: To retain high-performing teachers, staff members and leaders

Action 1: Targeted retention of Irreplaceables

- YM's high performing teachers or our "Irreplaceables" will be the focus of retention efforts
- YM will set a goal of retaining 85% of Irreplaceables annually, and report progress towards that goal
- YM will develop a multi-year individualized development plan for every teacher and leader identified as "Irreplaceable"
- YM will continue to collect teacher and leaders survey feedback to address factors that may influence staff retention or attrition
- YM will track attrition data and conduct exit surveys of irreplaceables to learn about motivators for teachers and leaders who leave

Action 2: Strong incentives to attract teacher talent

- YM will continue to prioritize teacher salaries and study market trends so that salaries remain competitive and revenue sources are maximized.
- YM will continue to study best practices in teacher compensation (e.g. performance based compensation, bonus structures, stipends, etc.)
- YM will design formal recognition programs and identify external recognition programs for teaching excellence
- YM will continue to build a culture of positive feedback and community recognition for teaching excellence

Priority 5 - Build a strong pipeline of high-quality teachers and leaders

Goal 3: To provide professional development opportunities and growth pathways for teachers and staff

Action 1

Teacher Coaching for High Expectations and Engagement

YM will strengthen existing coaching systems to best serve our unique model of dual-language, personalized learning serving a highly heterogeneous population in demographics, learning styles, and foundational preparation for school and Mandarin Immersion:

- YM will continue to support leaders in developing instructional coaching skills (e.g. Relay GSE's Instructional Leadership Professional Development)
- Instructional leaders will continue to support teachers to raise the bar for coaching and leading towards data-driven equitable student outcomes
- As a member of Compass Camp Cohort 2, Yu Ming will receive Year 2 support in a closely coached community of practice to strengthen the effectiveness of the Compass human development model

Action 2

Career Progression Pathways for Teachers, Staff And Leaders

YM will develop school leader and master teacher pathways to provide varied career options for high performing teachers:

- Create a school leadership career pathway for teachers to move into administrative roles by providing growth opportunities and additional leadership responsibilities for selected teachers
- Consider designing a Master Teacher track for teachers who may not be interested in administration pathway, but wish to grow as curriculum and instruction experts and mentor teachers, providing opportunities to create impact at Yu Ming and externally
- Create opportunities that allow exemplary teachers to take on additional responsibilities while remaining in the classroom

Action 3

Continued Focus on Training for Strong Instructional Culture

- YM will continue to set expectations for a culture with clear, rigorous, and consistent expectations for teacher effectiveness
- YM will continue to integrate our definition of effective teaching into teacher hiring, professional development, and evaluation practices
- YM will continue to create opportunities for teachers to see models of effective teaching and continuing to identify opportunities for peer-to-peer learning
- YM will continue to develop opportunities for high performing teachers to practice new skills
- YM will continue to ensure high quality opportunities for teachers in common grades/subjects to collaborate on lesson planning, program and project design, performance based assessment development, and graduate portfolio defense

Priority 5 - Build a strong pipeline of high-quality teachers and leaders

Goal 4: To create a clear organizational structure that helps staff deliver consistent results

Action 1

Clarification of processes and accountability for key decisions

- YM will explicitly define the roles and responsibilities of leaders in key functions
- YM will develop a simple decision-rights framework for critical instructional and non- instructional decisions
- YM will explicitly define what decisions will be made at the school level (e.g. academic and operational playbooks, hiring, etc.) and what decisions will be customized at the site level (e.g., supervision schedules, pick up/drop off procedures, etc.)

Action 2

Organization structure design for different stages of the strategic plan

- As long-term plans are developed, YM will identify the five-year organization structure and backwards map the evolution of current roles into this structure, taking new hiring into account.
- YM will define and refine leadership team, teachers and staff members' roles to fulfill the priorities and goals of the strategic plan and to improve work sustainability and efficiency of the organization

Priority 5 - Build a strong pipeline of high-quality teachers and leaders

The Impact of Other Priorities on Priority 5

Strategy Priority	Impact on Priority 5
Strategic Priority #1 (Strengthen model for a more diverse population)	<ul style="list-style-type: none">• Yu Ming has redesigned 2019-2020 Leadership Team roles and responsibilities to plan for codification of Yu Ming academic model during Year 1 and 2 (i.e. Director of Curriculum and Instruction)
Strategic Priority #2 (Model Impact)	<p><u>If choose Option 1: Current Enrollment Plan</u></p> <ul style="list-style-type: none">• N/A <p><u>If choose Option 2: Sustainable Enrollment Plan</u></p> <ul style="list-style-type: none">• Yu Ming will need to make decisions about staffing allocation of teachers and leaders between the 2 Yu Ming sites• Yu Ming will need to redesign the organizational structure to allocate operational and program support functions between a School-level Operations Team and the 2 Yu Ming sites
Strategic Priority #3 (Long Term Facility)	<ul style="list-style-type: none">• Yu Ming will need to allocate a percentage of Head of School and staff time to lead and project manage long term facility development
Strategic Priority #4 (Long Term Financial Sustainability)	<ul style="list-style-type: none">• Yu Ming will need to allocate a percentage of Head of School and staff time to lead and project manage the need for expanding revenue sources