

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Yu Ming Charter School

CDS code:

01-10017-0124172

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Yu Ming Charter School will participate in:

- Title I, Part A
- Title II, Part A
- Title IV, Part A.

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into

their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

Yu Ming Charter School is a direct funded K-8 Mandarin immersion school established in 2011 and situated across two school sites in Oakland. Our school provides all students with a rigorous standards-aligned, research-based immersion program (Mandarin/English) in an inclusive and diverse community that prepares all students to become empowered, engaged and outstanding global citizens. Yu Ming’s Core Values support the school’s mission: Integrity, Perseverance, Empathy, and Wisdom.

Currently, Yu Ming serves over 550 students that reflect the following demographics: 48% Asian, 26% 2+ Races, 9% African-American, 9% White, and 7% Hispanic, of which 5% Students with Disabilities, 9% English Learners, 0.1% Homeless, and 17% who qualify for free/reduced lunch. Currently, our school does not have any students identified as foster youth. Yu Ming is deeply committed to serving a diverse student body reflective of the community and has expanded its lottery preference for students eligible for free/reduced lunch to 30% of incoming students in addition to a comprehensive community-wide student outreach plan.

Yu Ming’s instructional model provides a longer school day and longer school year (total 185 days) with a small school learning environment.

Yu Ming’s LCAP goals were developed based on an analysis of multiple forms of data including student achievement data (CAASPP), internal assessments (English, Math, Mandarin), CA School Dashboard, input/feedback from stakeholders including surveys and student focus groups. Beyond state-mandated assessments (CAASPP ELA & Math, ELPAC, and CA Science Test). Yu Ming administers the following internal/interim/benchmark assessments multiple times during the academic year to measure student academic progress and identify students who are not meeting grade-level standards mastery: Fountas & Pinnell (K-8), NWEA MAP (reading & math), Chinese Language Arts (CLA), Illuminate, Lexia Core, Raz

Kids, administered across grade levels and used to monitor student academic progress, ensure mastery of standards, and check for student understanding.

The following reflect Yu Ming's LCAP Goals were developed with the input and feedback from stakeholders (Leadership, Teachers, Paraprofessionals, Parents, students, and community) and multiple forms of data.

- Goal #1: Continue to develop an infrastructure for ongoing analysis of multiple forms of data, including student demographic and achievement data to inform instructional decisions; tailor research-based intervention programs; further develop the RTI/SST (MTSS) to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources; and develop clear policies and protocols that support the school's mission and goals.
- Goal #2: Provide all students with high-quality instruction, a rigorous standards-aligned curriculum in a Chinese immersion educational program through student-centered/student-driven learning experiences that will prepare all students to strive/excel as biliterate critical thinkers, problem solvers, community-minded, diligent and independent learners, and innovators in an ever-changing global world.
- Goal 3: Engage parents, families and community members as partners through education, communication, and collaboration to provide all students with a safe, welcoming and inclusive, and positive learning environment.

Yu Ming has implemented a Multi-tiered System of Supports to address the academic and social-emotional needs of students. MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making are practiced across all school system levels for supporting students. This includes the alignment of systems and resources (state and federal) necessary for all students' academic, behavioral and social success. This comprehensive aligned system is the primary strategy Yu Ming has implemented in combination with Rtl to improve student academic outcomes.

Yu Ming Charter School has identified MTSS, targeted professional development, and the staff leadership to lead and monitor implementation as the primary strategies and framework for the school to build a systemic, continuous improvement system in which data-based problem-solving and decision making is practiced across all grade levels for supporting students. MTSS integrates instructional and intervention support to make systemic changes sustainable and based on the California State Standards. This process creates alignment across systems and clearly defines levels of support, based on data, for all students.

Yu Ming Charter School will use federal funds to supplement and enhance local priorities and/or initiatives funded with LCFF (State) funds as reflected in the school's LCAP.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Administrative Leadership Team and teachers will use Improvement Science research through the Plan, Do, Study, Act (PDSA) model through its Multi-tiered System of Supports (MTSS). This model of continuous improvement is used to measure program effectiveness at Yu Ming Charter School. Our goal is to optimize the program and strategies by analyzing and evaluating its effectiveness, planning change to optimize a program or strategy, implementing the Action Plan, and continuing to study the results/findings. The PDSA cycle is a Continuous Improvement Cycle.

Our Family Resource Liaison serves as our Foster Youth/Homeless Liaison and will continue to serve these students and families along with our low-income students and families through case management, workshops, and providing resources including on our Distance Learning Hub (e.g., technology, food, medical, housing, legal, and financial resources information).

In order to close achievement gaps, Yu Ming Charter School will use Title I funds to provide targeted, systematic academic support/intervention for students in grades K-2 who are struggling academically. Instructional Aides will provide academic support that is targeted for students performing below grade level and/or at risk of learning loss. Targeted students will be identified based on Yu Ming's cycle of assessments, including state-mandated assessments.

Yu Ming Charter School will align federal funds with State and local funds through its annual comprehensive needs assessment, review, and analysis of its LCAP, which includes a review of the CA School dashboard, program evaluation for effectiveness, stakeholder feedback, and an analysis of student assessment data.

Yu Ming's LCAP includes and identifies multiple funding sources including an annual evaluation of the effectiveness of programs funded with federal funds. Annual review and revisions will be made based on the findings of the evaluation and federal funds will be allocated to newly identified needs. This process is developed and monitored by the school's leadership team and presented to stakeholders (staff, teachers, parents, students, community) for their input, and feedback, and approved by the school's Governing Board annually.

Per AB716 (CA Ed Code 64001(j)), both state and federal funds are included within the LCAP, which also serves as the SPSA. Yu Ming Charter School uses the LCAP process of stakeholder engagement and the continuous improvement cycle to ensure alignment of goals, actions, and funding sources, both state and federal, to most efficiently and effectively serve the needs of the students.

During the LCAP process the goals, actions/services, desired outcomes, and possible funding (state and federal) is shared with administrators, teachers, classified staff, and parents via PAC and ELAC, and public Board Meetings in order to get their input. Once the LCAP is approved it is posted and updates are shared at Board meetings and parent meetings.

The alignment and coherence of the actions and services planned to address the three LCAP goals are illustrated by the following:

- All teachers participate in 2 weeks of intensive summer professional development prior to the start of the school year. Teachers new to the profession as well as Teachers newly employed at Yu Ming Charter School participate in 2 additional days of professional development.

- Yu Ming provides 6 non-instructional days during the academic year for professional development focusing on analyzing student achievement data (Lexia Core 5, Dreambox, NWEA MAP, SBAC Interim assessments), Compass (SEL) Program, Guided Reading, Close Reading Strategies, Building relationships with students, and Checking for understanding.

- Title II funds will be used to support new teachers with the teacher induction program to clear their credentials and build capacity among our staff.

The aligned services above were organized and designed by the school leadership, with multiple opportunities for input from teachers (including special education and EL teachers), paraprofessionals, and parents through the LCAP process. They align with three priority areas identified in the LCAP goals – MTSS, Professional Development, and parent engagement. The resulting actions and services were funded in accordance with the requirements for LCFF and federal funding and were reviewed to ensure there were no gaps and no duplication of services.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Yu Ming Charter School engaged its stakeholders (Head of School, Principal, Assistant Principals, SPED, EL Coordinator, Director of Student Support, Education Specialist (SPED), Teachers, Director of Curriculum & Instruction, Parents/guardians including those representing unduplicated pupils and

Students with Disabilities, in the development of the school's Title I Parent and Family Engagement Policy.

This policy will be reviewed and evaluated annually by the Parent Advisory Committee (PAC) and ELAC to measure effectiveness and address any areas of need based on input from stakeholders. The Title I Parent & Family Engagement Policy is then distributed and discussed in detail with all incoming/continuing families and the Parent/Student Handbook led by the Head of Schools/Principal. Interpreter services are made available upon request for schoolwide and parent meetings, and materials sent home are translated to Mandarin, which meets the 15% and above translation need threshold. However, all materials sent to families are written in a language that is understandable and accessible to parents. Accommodations as appropriate will also be made for family members with disabilities, including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

Yu Ming Charter School provides families with: Family Education Workshops, opportunities to participate in schoolwide events (Back to School Night, Science Fair, Student-led conferences, parent/teacher conferences), administers annual parent survey to gather input/feedback on the school's program and development of the school's LCAP. In addition, parents are provided numerous opportunities to provide input and feedback on the school's program through the Family support Organization General Meetings, Council Meetings, Equity Design Team, ELAC, and Parent Advisory Committee. Family Education Workshops are led by the Principal/Administrative Leadership who facilitates and leads parent workshops that focus on understanding the State academic standards, state-mandated assessments, local assessments (NWEA MAP Reading & Math, Illuminate, Fountas & Pinnell BAS, Lexia, etc.), how to monitor their child's academic progress (i.e., reading and math strategies); strategies and resources available to support their child to improve academically (including Students with Disabilities). In addition, parent education workshops may include information on school resources such as social-emotional supports & interventions, the impact of social media, technology use (integrity/plagiarism); all of which are methods to improve the achievement of their child and foster parental involvement as part of our school's MTSS Process. Interpreter services are available for all schoolwide events, parent meetings, parent workshops, and upon request. Many of our staff are also bilingual. All Materials sent home are translated to Mandarin (the language identified by parents in the Home Language Survey; and in the parent survey), which serve to inform family members who have limited English Proficiency; and family of migratory children. Accommodations as appropriate will also be made for family members with disabilities, including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

Our school administers a Parent survey at least annually to gather input/feedback on our school's program, LCAP Goals Actions/services, school connectedness, safety, and to assess how well our staff communicates and engage parents in their child's education. The Parent surveys are reviewed and analyzed by the school's Leadership Team; then presented to the entire staff, governing board, and parents, which also informs our Title I Parent & Family Engagement Policy and our school's LCAP.

Yu Ming Charter School is a school of choice. Our staff knows and fully understands the critical role parents/families play in the success of their child(ren), which also impacts the success of our school, as evidenced in our school's LCAP Goal #3: Engage parents, families, and community members as partners

through education, communication and collaboration to provide all students with a safe, welcoming and inclusive, and positive learning environment.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Yu Ming Charter School operates a Title I Targeted Assistance School (TAS) and Title I funds are used to provide services to eligible students identified as having the greatest need for special assistance and for supplemental services in order to close the achievement gap between students meeting the challenging state academic standards and those who are not meeting standards (ESSA Section 1115[a]). Supports funded with Title I funds include RtI Interventionist and academic support for identified students not meeting standards.

In consultation with stakeholders (Administrative Leadership Team, Teachers, Paraprofessionals, Parents/guardians) Yu Ming Charter School uses multiple types of assessments to identify eligible students most in need of services under section 1115, operating a targeted assistance school program. Assessments used to identify eligible students includes performance on CAASPP (ELA & Math), NWEA MAP reading/Math assessments, Illuminate, Lexia Core, and Fountas & Pinnell Reading which are reviewed and monitored by MTSS Leadership Team (RtI/MTSS) for identification for targeted academic intervention.

Yu Ming Charter School will use Title I funds for actions and services designed to address the needs of those students at risk of not meeting academic standards by providing improved instructional strategies, academic support/interventions that are targeted toward the specific needs of the student, and increasing the amount and quality of learning time; and providing opportunities for staff development and address the needs of those at risk of not meeting academic standards.

The engagement of stakeholders is instrumental to our school's decisions regarding expenditures of LCFF and federal funds. The LCAP process includes input/feedback from stakeholders (Administrative Leadership Team, Teachers, Paraprofessionals (including Special Education and EL), students, parents, community and Governing Board members) including review and analysis of multiple forms of data, in

developing annual growth targets, and in reflecting on what is working and areas for growth. The allocation of state and federal funds is aligned and maximized to meet the academic needs of our students. The LCAP stakeholder engagement process includes input from stakeholders during (virtual) meetings, survey results, and focus groups to ensure transparency and collaboration.

The process of evaluating school programs takes place through the Annual Update, which informs revisions to the LCAP Goals, Actions, and Services. Yu Ming uses the LCAP Stakeholder Engagement Process for decisions on both state and federal resource allocation per CA EC 64001(j), while also including Parent Advisory Committee and ELAC as part of that process.

Yu Ming Charter School does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs.

SWP: Not applicable

Neglected or Delinquent: Not applicable

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Yu Ming Charter School ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students. Students are enrolled immediately and participate fully in the school program allowing them the opportunity to meet rigorous academic standards. The Director of Student Support is the Homeless Liaison and ensures that students experiencing homelessness are appropriately identified and served. The Assistant Principal will also assist the students through the enrollment process, placement in appropriate classes, and provide additional support with their individual and specific needs, including strategies to optimize their attendance at school. This outreach ensures the students have access to resources, extended day and year interventions, and other supports offered at the school. Additional supports are made available to the families of the students experiencing homelessness.

Services for students who are experiencing homelessness include food, transportation, hygiene products, housing support, and counseling. In addition, the school will assist with resources, such as local shelters and other services in the community. Title I funds may support these services, or be used for identified needs of the students and their families that will support keeping the students in school.

Students who are experiencing homelessness have access to all the same supports as all students at the school. This includes instructional materials and interventions, counseling services, 1:1 student to laptop ratio, and support for behavior or social/emotional issues.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

No additional information.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Yu Ming invests in teachers not only having fulfilling careers but, more importantly, through deeply meaningful professional work in a dynamic and collaborative environment, in combination with relevant and robust evidence-based professional learning to drive school-wide improvement.

Yu Ming provides and requires all educators to participate in a robust professional development program, including 7 full days of intensive summer professional development before the start of the school year. Teachers who are new to the profession and teachers newly employed at Yu Ming Charter School participate in 2 additional professional development days. In addition, Yu Ming provides 6 non-instructional days during the academic year for professional development focusing on analyzing student achievement data (Lexia Core 5, Dreambox, NWEA MAP, SBAC Interim assessments), Compass (SEL) Program, Guided Reading, Close Reading Strategies, Building relationships with students, and Checking for understanding.

Key areas for Professional Development were established through the ongoing improvement process and needs assessment, supported by the leadership team and the PAC/ELAC and other stakeholders (teachers, administrators, paraprofessionals, parents, students). Title II funds will support professional development that gives staff members the opportunity to gain a deeper understanding of the key areas for professional development and include practice and reflection. Through the ongoing improvement process, Yu Ming will evaluate its systems of professional growth and improvement and make all necessary adjustments to ensure continuous improvement within these systems.

Professional development areas of focus are based on data from the California School Dashboard, annual needs assessments (student achievement data, classroom observations, etc.) as interpreted by the Annual Update continuous improvement process, ensuring that there are a common focus and language and on-going reflection and evaluation driving student success.

New teachers will be provided with an orientation to the charter school and will benefit from the ongoing collaboration with more experienced colleagues at staff meetings and professional development events.

New Administrators/School Leaders will be provided with an orientation to the charter school and will benefit from the ongoing collaboration with more experienced Administrators including the Head of Schools at staff meetings and professional development events.

Administrative Staff/School Leaders will have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

Teachers will have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

Yu Ming Charter School is committed to recruiting, supporting, and retaining quality staff passionate and professional. Opportunities for growth and reflection, regular formal and informal feedback, and structured professional development are essential for administrators and teachers to perform at their peak. Administrators, educators, and paraprofessionals attend regularly scheduled meetings, participate in peer observation and classroom walkthroughs, and attend conferences and workshops.

Key areas for Professional Development at Yu Ming Charter school were established through the ongoing schoolwide improvement cycle, supported by stakeholders (Administrators, Teachers, school staff, parents, PAC/ELAC, and students). Through this process, the 2020-21 Professional Development Plan was developed with the following keys areas of focus as a result of distance learning (COVID-19 pandemic) and findings from student achievement data:

- Compass SEL curriculum
- Clever
- Video-conferencing platforms
- Strategies to improve student engagement, and participation
- Strategies to maximize and accelerate student learning (including strategies for EL, Students with Disabilities), especially with distance learning.
- Data Analysis: NWEA MAP, Lexia Core 5, Raz Plus, Summit, Dreambox, etc.

In addition, through the Yu Ming Teacher Intern and Residency Programs, our school aims to create a world-class pathway to teacher preparation for immersion and innovative teaching. Yu Ming Charter School has partnered with the Reach Leadership Institute and Alder Graduate School of Education to train highly effective teachers, create a talent pipeline of strong Bilingual Immersion and STEM teachers, and retain the very best teachers in the Bay Area. Title II funds will be used to support new teachers with a teacher induction program to clear their credentials and build capacity among our staff.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Yu Ming Charter School is a single school charter and not identified for CSI/TSI, so this provision does not apply. Currently, Yu Ming has blue performance levels for all indicators: Chronic Absenteeism, Suspension Rate, ELA, and Math Academic Indicators, and categorized as “high” performing tier per AB1505

However, if Yu Ming Charter School were to be identified for comprehensive support and improvement or targeted support and improvement, we would prioritize our Title II funds to provide professional development in support of strategies identified through data and root cause analysis, which are focused on addressing the needs that triggered the identification. All stakeholders (teachers, administrators, classified staff, students, and families) would be involved in this improvement process through PAC & ELAC, staff meetings, and surveys. The implementation would be monitored and evaluated quarterly as part of the continuous improvement process to determine the effectiveness of needed revisions. The focused activities and results would be included in the LCAP and communicated through the LCAP process to all stakeholders, including PAC & ELAC.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The California School Dashboard data provides the starting point for Yu Ming Charter School to determine their needs and priorities in combination with internal/benchmark assessments and input/feedback from stakeholders, including student focus groups and surveys. Yu Ming's Dashboard has blue performance levels for all indicators: Chronic Absenteeism, Suspension rate, ELA and Math Academic Indicators. In addition, all student groups for the ELA and Math indicators also received a blue performance level; and at-risk student groups are performing at Level 3 and Level 4 on CAASPP (standards met and exceeded). Yu Ming educational program and allocation of resources are data-driven using multiple forms of data. A review and analysis of these multiple forms of data (macro and micro level) takes place on a quarterly basis, and are used to identify student needs, teacher needs, and staff needs, and to monitor and evaluate Title II Part A activities to ensure funds are used appropriately, effectively, and are impactful. Data analysis and needs assessment is augmented by interim/benchmark assessments which include: NWEA MAP (Reading/Math), Illuminate, Dreambox, Lexia Core 5), and student work. The leadership presents data reports regularly to the Board of Directors at public meetings that include assessing the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes. Yu Ming also reports this data annually in the school's LCAP Annual Update, LCAP development process, and the Local Indicators Report (CA School Dashboard), which also includes the input and consultation of its stakeholders (Head of School, Principal, Assistant Principal, Teachers (including special education and EL), classified staff, Director of Curriculum & Instruction, students, parents, community) as required by the LCAP/CDE; and Title II, Part A.

Professional Development is assessed/evaluated by all participants, and its effectiveness is also measured by the impact on student academic outcomes. The Leadership Team regularly conducts classroom observations to ensure strategies taught in professional development are implemented with fidelity and address our students' needs. The Director of Curriculum and Instruction plays a significant role in the design, development, and implementation of professional learning for all educators (teachers and paraprofessionals) with the meaningful consultation and input from stakeholders (Principal/school leaders, teachers, paraprofessionals, instructional support staff, parents, students, and community). Yu Ming will use Title II funds to support teacher induction costs (new teachers) to build capacity among of our teachers.

The engagement and consultation of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds, including funding for professional development. This process includes the following stakeholders: Head of School, Principal, Assistant Principal, Teachers (including special education and EL), classified staff, Director of Curriculum & Instruction, students, parents, community and Board members that takes place throughout the school year in meetings that include discussion of the school's LCAP, analysis of student and school-level data, in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Anecdotal data, which includes classroom observation data (observation tool) conducted by the Principal/Director of Curriculum & Instruction, for all teachers, in addition to internal/benchmark assessment data (see paragraph 1) which is administered at least 3 times per year, including CAASPP (ELA/Math), are also included in determining the impact of Professional Learning.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Yu Ming Charter School does not receive Title III Funds.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Yu Ming Charter School does not receive Title III Funds.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Yu Ming Charter School does not receive Title III Funds.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Yu Ming Charter School does not receive Title III Funds.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) Yu Ming Charter School has partnered with Oakland Public Education Fund's Oakland Undivided, a non-profit community-based organization whose mission is to close the digital divide and had a demonstrated record of success in implementing these activities. The Oakland Public Education Fund is a nonprofit that leads the development and investment of community resources in Oakland public schools so that all students can learn, grow and thrive.

(B) Yu Ming Charter School plans to transfer Title IV funds to Title I. In the case that Title IV funds are not transferred. Yu Ming will use funds aligned with Title IV regulation and in conjunction with input from stakeholders as part of the school's LCAP ongoing schoolwide improvement cycle.

Yu Ming Charter School is a charter school and not subject to equitable services requirements for private schools.

Yu Ming Charter School is projected to receive \$10,000 in Title IV Allocations. Therefore, per CDE guidance - regarding the requirement of Section 4106(d) for a needs assessment - LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement.

Yu Ming Charter School has consulted with parents, community members/partners, students, teachers, administrators, including EL and Special Education representatives, and other school personnel as part of our stakeholder engagement process.

Yu Ming Charter School provides all students, including unduplicated pupils and Students with Disabilities, with a **well-rounded education** that includes Visual & Performing Arts (K-8), Choral &

Instrumental Music (K-8), Design Lab (Gr 5-8), Journalism (6-8), Service Learning (6-8), Spanish (6-8), Musical Instruments (6-8), Coding (6-8), Art (6-8). Yu Ming Charter School has implemented a 1:1 student to device ratio. A meta-analysis research study conducted by Harvard Project Zero, Reviewing Education and the Arts Project (REAP) found a large causal relationship between learning to play music and Spatial-Temporal Reasoning for both general and at-risk student populations. Also, schools with strong Arts Programs are more inquiry-oriented, project-based, more demanding of high standards, and more focused on processes that lead to excellence.

(C) **For Safe and Healthy Students:** our school has successfully implemented Positive Behavior Intervention Support (PBIS), alternatives to suspension to improve school climate, student behavior, and reduce suspension rates. This has resulted in a “blue performance level” for both Suspension and Chronic Absenteeism rate on the CA Schools Dashboard. We attribute this success to our schoolwide implementation of Responsive Classroom practices and Compass Social-emotional learning program. Yu Ming believes in whole brain and whole heart education grounded on academic excellence, social-emotional intelligence, and relational depth. Leveraging science-based pedagogical approaches, we focus on supporting our students to develop the skills and mindsets to lead fulfilled, joyful, and purposeful lives.

In Early Elementary School, students begin to develop their social-emotional competencies through Responsive Classroom practices such as Morning Meeting and Compass curriculum and Circle practices, where students connect as a class on community issues, concerns, and other discussion topics. Compass is a research-based social and emotional learning (SEL) program that strengthens children’s innate capacity for resilience, self-mastery, and empathy for self and others.

Our Upper Elementary and Middle School students deepen their SEL learning through the Compass approach, a competency-based human development model. We utilize advisories, a structured curriculum (the Compass Phase System), and the Circle Framework to help students grow in body, heart, mind, and spirit in pursuit of excellence in every dimension. The curriculum helps students work through 5 balanced disciplines or integrated habits of success: Sharp Mind, Big Heart, Noble Purpose, and Aligned Actions while accessing their True North.

(D) Yu Ming has implemented a 1:1 **student-to-device ratio** schoolwide. With the transition to distance learning as a result of the COVID pandemic, Yu Ming administered a technology needs assessment to identify which students required Chromebooks and/or wi-fi hot spots that were then distributed. Yu Ming also partnered with Oakland Education Public Fund's Oakland Undivided, a non-profit organization whose mission is to close the digital divide. Yu Ming distributed to families who lacked connectivity and/or laptop during distance learning. In addition, each classroom is equipped with Chromebooks.

Title IV funds have not been used to fund the effective use of technology. All teachers and students have been utilizing Clever platform and participating in Zoom meetings during distance learning, in addition to accessing online web-based resources including curricular and instructional materials. These programs have been funded with LCFF funds.

(E) Yu Ming will **annually evaluate** the effectiveness of the activities carried out under this section based on objectives and outcomes outlined in the school's LCAP, Comprehensive Needs Assessment, and the annual review and revision of the school's LCAP Federal Addendum in consultation with stakeholders (Administrative Team, Teachers, Paraprofessionals, parents, students and community).