



2021-22 LCAP

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Yu Ming Charter School
CDS code:	01-10017-0124172
LEA contact information:	Sue Park, Head of School
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021 – 22 School Year		Amount
Total LCFF funds	\$	5,911,430
LCFF supplemental & concentration grants	\$	202,220
All other state funds	\$	1,032,590
All local funds	\$	2,252,642
All federal funds	\$	322,545
Total Projected Revenue	\$	9,519,207
Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures	\$	9,386,151
Total Budgeted Expenditures in the LCAP	\$	6,076,080
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	202,220
Expenditures not in the LCAP	\$	3,310,071
Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	202,372
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	202,372

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Expenses not included in the LCP may contain but are not limited to lease expenses, health and welfare benefits above a 25% estimate, facilities expense, and other general administrative expense.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yu Ming Charter School

CDS Code: 01-10017-0124172

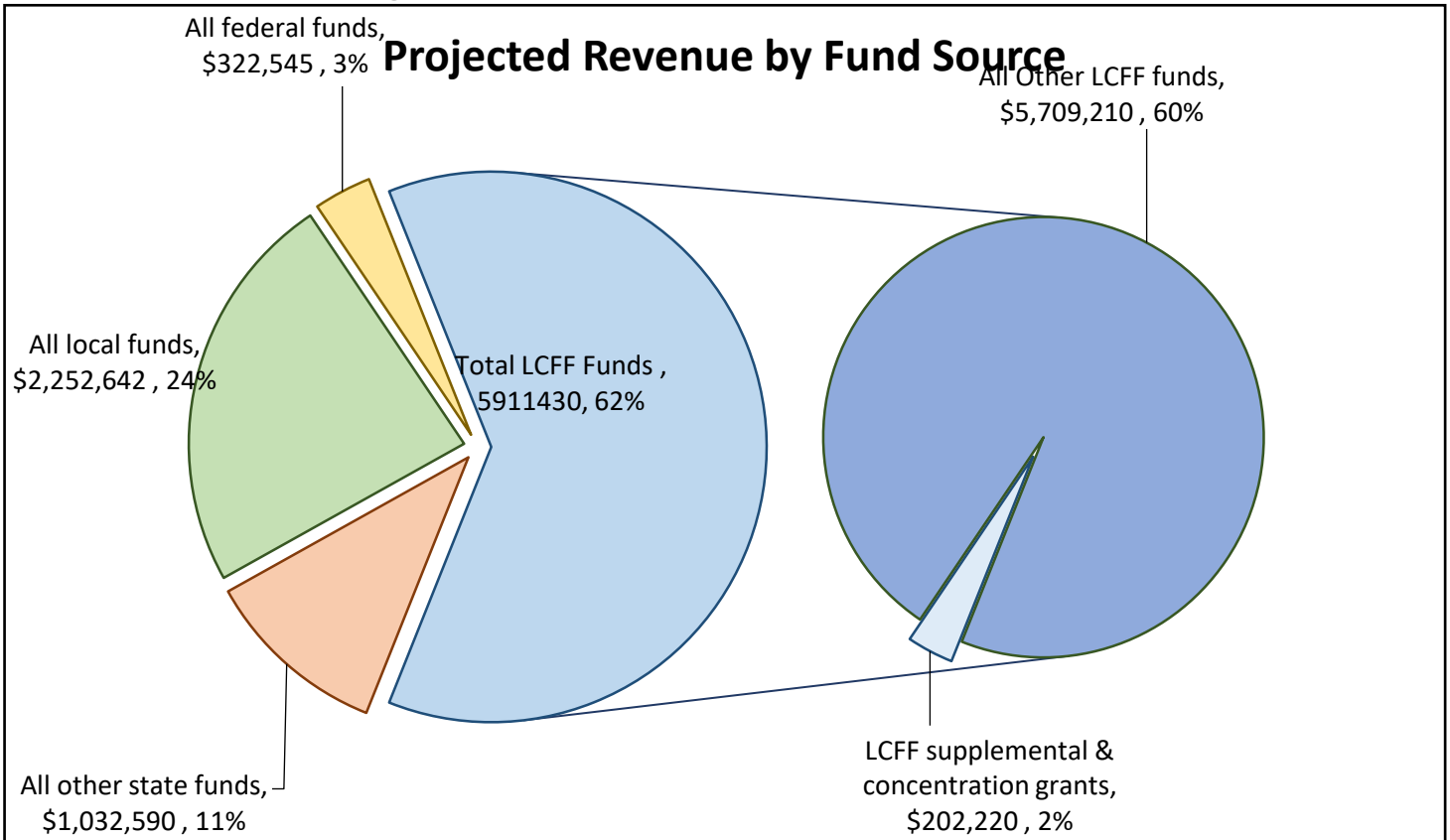
School Year: 2021 – 22

LEA contact information: Sue Park, Head of School

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

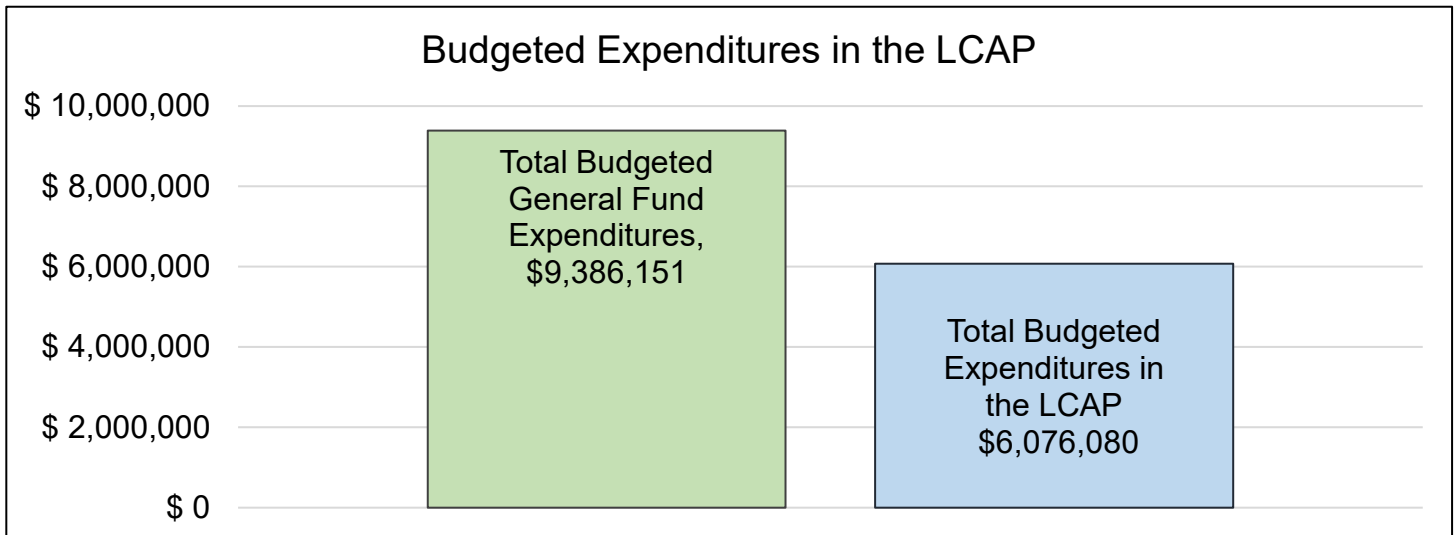


This chart shows the total general purpose revenue Yu Ming Charter School expects to receive in the coming year from all sources.

The total revenue projected for Yu Ming Charter School is \$9,519,207.00, of which \$5,911,430.00 is Local Control Funding Formula (LCFF), \$1,032,590.00 is other state funds, \$2,252,642.00 is local funds, and \$322,545.00 is federal funds. Of the \$5,911,430.00 in LCFF Funds, \$202,220.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Yu Ming Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Yu Ming Charter School plans to spend \$9,386,151.00 for the 2021 – 22 school year. Of that amount, \$6,076,080.00 is tied to actions/services in the LCAP and \$3,310,071.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

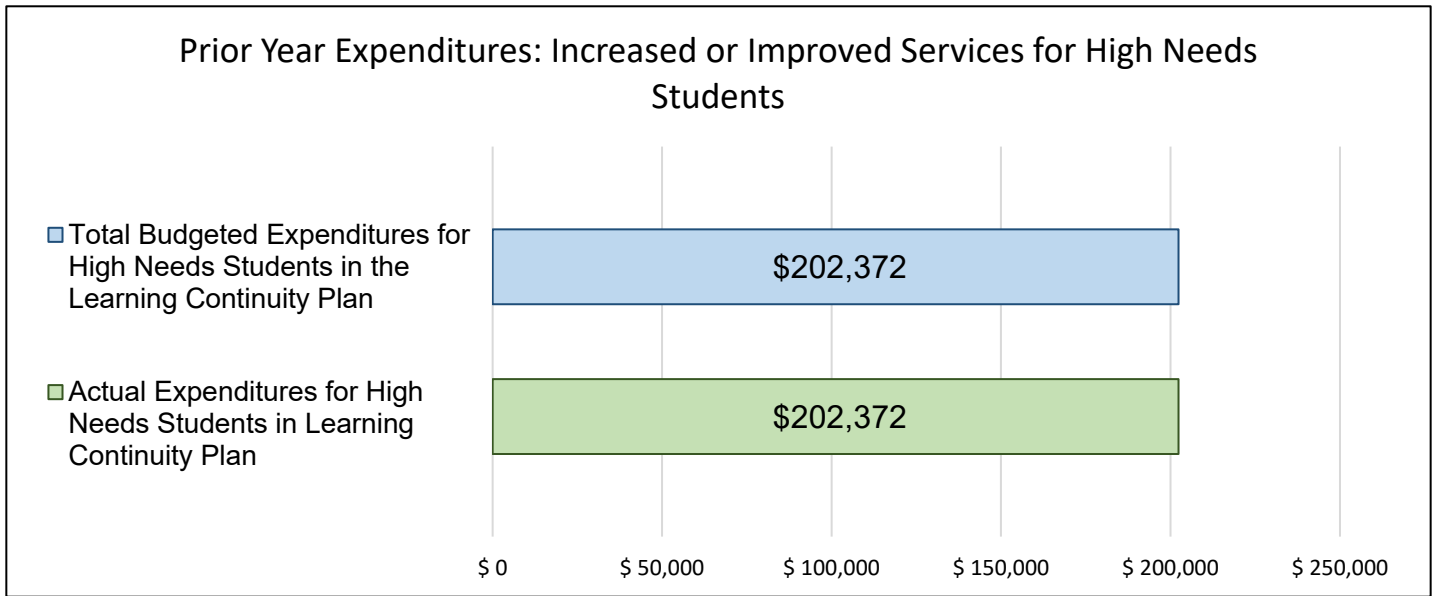
Expenses not included in the LCP may contain but are not limited to lease expenses, health and welfare benefits above a 25% estimate, facilities expense, and other general administrative expense.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Yu Ming Charter School is projecting it will receive \$202,220.00 based on the enrollment of foster youth, English learner, and low-income students. Yu Ming Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Yu Ming Charter School plans to spend \$202,220.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Yu Ming Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Yu Ming Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Yu Ming Charter School's Learning Continuity Plan budgeted \$202,372.00 for planned actions to increase or improve services for high needs students. Yu Ming Charter School actually spent \$202,372.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yu Ming Charter School	Sue Park, Head of School	spark@yumingschool.org 415.314.9535

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

Annual Measurable Outcomes

Expected	Actual
Increase CAASPP ELA distance from Level (DFL) 3 Scale Scores by 2 points (Mean Scale Score).	As a result of Governor’s Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP ELA Assessment was not administered

Expected	Actual
Increase CAASPP Math distance from Level (DFL) 3 Scale Scores by 2 points (Mean Scale Score).	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP Math Assessment was not administered.
Maintain attendance rates >96%	2019-20: 97.6%
Decrease Chronic Absenteeism rates: <2%	2019-20: 1.0%
Maintain Middle School Dropout Rates <1%	2019-20: 0%
% Students including Unduplicated Pupils & Students with Disabilities that have access to and enroll in a broad course of study:	2019-20: 100%
Increase % of Grade 5 students who meet all 6 areas in the HFZ on the PFT.	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, PFT was not administered.
Increase % of Grade 7 students who meet all 6 areas in the HFZ on the PFT.	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, PFT was not administered.
CA Science Test: Grade 5	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CA Science Test was not administered.
CA Science Test: Grade 8	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CA Science Test was not administered.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<u>STAFF TO SUPPORT SCHOOL'S BASE PROGRAM</u>	\$2,033,156 LCFF Base	\$2,307,616

Yu Ming Charter School will employ 25 teachers who are appropriately credentialed and assigned, a Head of School, a Principal for K-8 as part of the school's base program.

Yu Ming Charter School provides all students with a longer school day, and longer school year, which includes 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

1000s, 3000s

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 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

\$16,350
LCFF Base
4000s

\$17,900

<ul style="list-style-type: none"> • CA Science Test: Grades 5 & 8 • Physical Fitness Test: Grades 5 & 7 		
<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: Upper School • Chinese Intervention Assistant • English Intervention Assistant: Upper School • Seek 8 Instructional Assistants (Mandarin/English) that will be placed in classrooms (TECO) <p>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:</p> <ul style="list-style-type: none"> • Upper School Extended Care Program Manager • Lower School Extended Care Program Manager 	<p>\$272,055 LCFF Base 1000s, 2000s, 3000s</p>	<p>\$264,482</p>
<p><u>FACILITIES</u></p> <p>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.</p>	<p>\$605,150 SB740, LCFF Base 5000s, 6000s</p>	<p>\$578,125</p>
<p><u>COURSE ACCESS – COURSES BEYOND CORE OFFERED TO ALL STUDENTS:</u></p> <p>In order to prepare all students for the careers of the 21st century, it is critical that our school provide all students including Unduplicated Pupils and Students with</p>	<p>\$169,890</p>	<p>\$172,265</p>

<p>Disabilities 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); Service Learning (Chinese), Contemporary China (Chinese); Spanish, Musical Instruments, Coding, Art, Student-led Inquiry • Enrichment Instructors (Art, Music, P.E.): 3.5 	<p>LCFF Base, Local Revenue Sources 1000s, 3000s, 4000s</p>	
<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 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 Assistant Principal (see Goal 1, Action 7) • Health Services Coordinator 	<p>\$455,200 \$108,250: LCFF SC, Behavior Specialist and Health Services Coordinator. Remaining amount is LCFF Base 1000s, 2000s, 3000s</p>	<p>\$596,721</p>
<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE SWD:</u></p> <p>El Dorado Charter SELPA is Yu Ming’s Charter School’s SELPA Provider. The 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,</p>	<p>\$333,235 1000s, 2000s, 3000s, 5000s SPED, LCFF Base</p>	<p>\$356,479</p>

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 high quality rigorous instruction for students with disabilities.

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services outlined in goal 1 were implemented with the following exception:

- For the 2019-20 school year, as a result of school closure, state mandated assessments were not administered: CAASPP ELA & Math, ELPAC, CA Science Test (CAST), and Physical Fitness Test (PFT).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The primary goals of Distance Learning for Yu Ming Charter School are:

- Enable students to progress toward their major learning goals.
- Sustain the Yu Ming community through support, connection, and care. Students/families would access the "Student Learning Page" from the school's website.

Approximately 19% of students at Yu Ming Charter School are Unduplicated Pupils (English Learners, Low Income, Foster Youth). The following is a description of the additional services our school provided to meet the needs of our Unduplicated Pupils (UP). The Leadership Team in collaboration with support staff communicated regularly to assess and document student needs and ensure appropriate supports and resources were provided in a timely manner.

For **English Learners**: Teachers provided Integrated ELD instruction in addition to small group reading instruction during Zoom meetings. English teachers provided an additional session for ELs in 1:1, or small group setting. The ELD teacher provided designated ELD and developed activities based on ELPAC levels, that included all modes of language learning (listening, speaking, reading and writing). Translated materials were provided for non-English speaking parents. The ELD teacher also held office hours to provide additional academic support/intervention for English Learners.

ELD teachers contacted families to ensure they were aware of the activities and coursework students were expected to participate and complete; including choice board activities that were translated to Chinese Mandarin.

Academic support for students were provided by teachers during office hours, small group instruction, and during guided reading. The Teacher Assistants and interns provided small group instruction and one-on-one instructional sessions with struggling students. A distance learning assistant was placed in each classroom to provide push-in and pull-out academic support including Tier 2 intervention based on student assessment results.

All **Unduplicated Students** were provided with a technology device to access instructional materials; Wi-Fi Hotspot or a list of resources for acquiring internet service at home. Our school's website provided [links to resources](#) including financial, medical, legal, food/meal and housing.

Teachers, school psychologist and Family Liaison contacted families who were identified with **social-emotional** concerns to provide support and/or resources. The Family Liaison conducted follow-up calls with these families. Yu Ming developed a COVID Relief Fund Distribution Plan based on the needs assessment prioritizing families that were financially impacted the most as a result of COVID-19.

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																						
% Students with access to standards-aligned instructional materials:	2019-20: 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.	<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>4</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>4</td> </tr> <tr> <td>HEALTH</td> <td>3</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>3</td> </tr> <tr> <td>VAPA</td> <td>5</td> </tr> <tr> <td>WORLD LANG.</td> <td>5</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2019-20	ELA	4	ELD	3	MATH	4	NGSS	3	HISTORY	4	HEALTH	3	PHYSICAL ED.	3	VAPA	5	WORLD LANG.	5
OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS																							
	2019-20																						
ELA	4																						
ELD	3																						
MATH	4																						
NGSS	3																						
HISTORY	4																						
HEALTH	3																						
PHYSICAL ED.	3																						
VAPA	5																						
WORLD LANG.	5																						
% Teachers who are appropriately credentialed and assigned.	2019-20: 71%																						
% EL who progress in EL Proficiency:	2019 ELPI Indicator: <11 students (not reported by CDE)																						
Increase English Learner reclassification rate:	2019-20: 51.5%																						

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
PROFESSIONAL DEVELOPMENT Yu Ming Charter School will provide all teachers with evidence based professional development aligned to the CA State Standards, school’s mission	\$20,000 LCFF Base	\$40,436

<p>and educational program and targeted to meet the needs of our students. Topics of focus will include:</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 • Science Instruction <p>The Director of Curriculum & Instruction will provide an instructional coaching structure, conduct classroom walkthroughs and provide feedback.</p> <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 • 2 Non-instructional days for Staff Development • Weekly Friday Staff Development • Weekly Grade Level & Department 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"> • National Chinese Language Conference (5-6) • CA. Charter Schools Conference (2) • Summit Basecamp Training (6) Free 	5000s	
---	-------	--

<ul style="list-style-type: none"> • 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) • ACTFL Oral Proficiency Interview (OPI) Winter Institute (1) • Stanford World Language Project Seminar (2) 		
<p><u>ELD PROGRAM</u> Yu Ming Charter School will use 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 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.</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>	Staff time accounted for in Goal #1, \$5,000 LCFF Base 4000s	
<p><u>CORE CURRICULUM TO BE PURCHASED:</u> Every student has access to standards-aligned curriculum and instructional materials. Yu Ming Charter School will purchase the following curriculum:</p> <ul style="list-style-type: none"> • Better Immersion Curriculum • Chinese Leveled texts • Level Chinese (subscription) • Chinese Content books for a new G2 section • Units of Study reading (K-5) 	\$85,000 LCFF Base 4000s	\$72,265

<ul style="list-style-type: none"> • 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 <p>The following is a list of supplemental and/or intervention instructional materials.</p> <ul style="list-style-type: none"> • 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) • HeidiSongs Sight Words for K-2 (Digital subscription) • Vocabulary Spelling City for G3-5 (Digital subscription) • Newsela Pro for G2-8 (Digital subscription) 		
<p><u>TECHNOLOGY</u></p> <p>Yu Ming Charter School has successfully implemented a 1:1 student to device ratio in the Middle School. The Principal and IT Support will develop an annual needs assessment for purchasing futures technology devices. This year we anticipate the following technology purchases:</p> <ul style="list-style-type: none"> • iPads • SMART TV • Chromebooks • Printer 	<p>\$15,000 LCFF Base 4000s</p>	<p>\$104,172</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services were implemented for Goal #2.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

On March 4, 2020, Governor Gavin Newsom declared a [State of Emergency](#) to help the state prepare for broader spread of COVID-19. This prompted the Leadership Team at Yu Ming Charter School to research and develop a Distance Learning Plan; identify Professional Development Needs for our teachers; Implement a Technology Needs Assessment; reconfigure staff roles and responsibilities and identify resources for students and families.

On March 13th – the last day of instruction, teachers had prepared physical instructional materials (workbooks, textbooks) that were sent home with students. Our school's Administration communicated with the entire teaching staff that Yu Ming Charter School would be implementing Google Classrooms by as our platform for delivering Distance learning 2.0. On March 16th, teachers were on-site the first day of the school closure, working in their classrooms, to setup their Google Classrooms that would be launched to students and families.

Our Leadership team researched effective models, resources and platforms to design the school's Distance Learning Plan and launch Distance Learning 1.0 and 2.0. Our entire teaching staff and instructional support team participated in 2-days of Professional Development and planning to launch Distance Learning 1.0; followed by an additional 2-days to launch 2.0. Teachers continued to participate in professional development during school closure weekly that focused specifically on distance learning, digital apps and effective strategies to engage and motivate students.

A technology needs assessment was developed to identify which students would need a school-issued device, access to internet and headsets. On March 17th, Chromebooks, headsets, Wi-Fi hotspots, and information for [accessing free internet service](#) was distributed to families. Our office provided tech support to ensure all students/families could successfully access learning platforms.

By March 18th, Yu Ming Charter transitioned to Distance Learning which teachers provided both synchronous and asynchronous instruction. Students accessed coursework on the "[Student Learning Page](#)." This site provided teacher contact information, daily class

schedules, distance learning resources, daily assignments, and login instructions. Each student's schedule detailed both synchronous and asynchronous instruction with the purpose of providing structures to keep students focused, engaged, and motivated in self-directed distance learning.

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 input in decision-making via: ELAC, Family Support Organization, FSO Council. (See Details Action 2)	2019-20: Outcome Met
Parent participation in programs for Unduplicated Pupils & SWD: (see Details Action 4)	2019-20: Outcome Met
Maintain suspension rates <2%	2019-20: 0%
Maintain expulsion rates <1%	2019-20: 0%
Administer Facility Inspection Tool (FIT): Score Good or Better (Both sites)	2019-20: Good
Increase participation rate on parent survey:	2019-20: 93%
Increase participation rate on student survey:	2019-20: 7%
Increase participation rate on staff survey:	2019-20: 91%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
------------------------	-----------------------	---------------------

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT, A POSITIVE SCHOOL 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 provided 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
- (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.

\$155,000

LCFF Base, Local Revenue Sources
5000s

\$151,379

<p><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:</u></p> <p>Yu Ming Charter School will provide the following opportunities to engage parents as 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.</p> <p>Yu Ming Charter School will provide families with:</p> <ul style="list-style-type: none"> • 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) 	<p>\$31,750 LCFF S/C 2000s, 3000s</p>	<p>\$29,279</p>
<p><u>PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS</u></p> <p>Yu Ming will continue to develop partnerships with organizations that support the school’s educational program, mission, vision and the academic, social-emotional needs of our students. They include:</p> <ul style="list-style-type: none"> • 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) 	<p>\$0</p>	<p>\$0</p>

<p><u>METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:</u> In order to promote and elicit parent input in decision-making, Yu Ming Charter School will host and facilitate ELAC, Family Support Organization (FSO) Council, and Family Support Organization meetings during the school year with annual elections (for ELAC) to include EL and non-EL parents.</p> <p>Parents can also serve on the governing board. During the school year ELAC, the FSO 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.</p>	See Goal 2, Action 1	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

As a result of school closure field trips scheduled for the Spring semester were cancelled, however those scheduled prior to school closure took place.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Numerous successes took place in the 2019-20 school year including our school's transition to distance learning as a result of the Governor's Executive Order.

Our school's website also provided an [Access & Crisis Helpline](#) that was open 24 hours per day, 7 days a week. In addition, our school provided families with the [California Parent and Youth Helpline](#) that provides support and resource referrals to parents and youth during the COVID-19 pandemic, 7 days per week from 8am -8pm. The contact information and link was provided to all families and was posted on our school's website.

Every teacher developed a personalized daily schedule that included both synchronous and asynchronous instruction, planning time, meetings and breaks. Personalized daily schedules were an essential component so that our teachers could effectively implement a work/life balance while teaching from home.

We developed a multi-tiered family support process as a result of distance learning comprised of school staff including teachers, Family Resource Liaison, and the Leadership team for the purpose of collaborating and providing targeted and streamlined support to families in need. A family support tracker was developed to document family support requests and how those issues were resolved. We used this data to identify patterns, and take a pro-active approach to support families effectively and efficiently. A technology support hotline was implemented to support those who struggled with accessing online platform. Our staff distributed hard copies of assignments, for families that requested this service

The Principals and Head of School hosted multiple Zoom meetings to communicate with parents and gather feedback on their distance learning experiences and challenges as well as, accessibility to high quality instructional materials. The Distance learning Assistant Team provided additional support for staff by contacting families when their child was absent, not participating in distance Learning, and also provided tech-support for families. The Director of Student Supports trained all staff on check-in protocols for students experiencing anxiety using the [Check-in Protocol worksheet](#) with discussion prompts.

The Administrative Team communicated with families on a regular basis using Zoom meetings, Parent Square, phone calls, and announcements on the school's website. Each teacher contacted families daily to ensure students understood their schedule, and were able to access all instructional and curricular materials virtually. Teachers also held office hours to provide academic support, and address parent needs/concerns.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Head of School, Principal, Assistant Principals and Teachers	\$2,820,900	\$2,737,060	N
PPE Equipment, supplies, janitorial services, etc.	\$28,638	\$31,230	N
Instructional Materials for Hybrid and distance learning distributed to students/families	--	\$50,000	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The following are the substantive differences between the planned actions and what was actually implemented:

- Instructional Materials for Hybrid and distance learning distributed to students/families

Yu Ming Charter School provided 182 instructional days (175 required); and daily instructional minutes that exceeded CA State requirements under SB98 for the 2020-21 school year. All teachers participated in 10 days of summer professional development (2 additional days for new teachers) in addition to weekly professional development during the academic year therefore a portion of salaries were funded with LCFF S&C.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

On Monday April 12th, Yu Ming Charter School opened for in-person/hybrid instruction. Approximately 60% of its students (families) opted for in-person instruction, and 40% remained in distance learning. Students in grades K-1, and grades 3-4 participated in hybrid instruction (4 half-days/week onsite, 5 days/week distance learning); and for grades 2 and 5-8, participated in hybrid instruction (2 half-days/week onsite, 5 days/week distance learning). Despite our numerous outreach efforts led by the Principal and our educators with families especially those with children who were disengaged and/or not participating regularly in distance learning, and the impact on student achievement, a significant percentage of families opted to continue with distance learning rather than in-person instruction despite knowing that their child is struggling with distance learning and experiencing isolation. The community that Yu Ming Charter School serves was significantly impacted by the COVID pandemic, and for many families the risks of infection outweigh the benefits of in-person instruction for the final few weeks of the academic school year.

Other success with hybrid instruction includes: providing students with personalized and individualized instruction that meet their targeted needs including but not limited to small group instruction, one-on-one support, and additional tutoring. Hybrid instruction provided our students with social connection, that was lacking with distance learning. The attendance rate of students participating in hybrid instruction was approximately 99%. An analysis of internal assessment data for ELA & Math has concluded that our students have not experienced learning loss, and no declines in student performance.

Challenges with in-person/hybrid instruction were scheduling and planning logistics with our educators since both hybrid instruction and distance learning were taking place and our goal was to provide equitable services for all students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Director of Curriculum & Instruction	\$145,980	\$141,180	N
Distance Learning Assistants	\$179,432	\$82,218	Y

Operations Staff	\$469,448	\$478,760	N
Technology Devices, Wi-Fi Hotspots, Internet, IT Team/Tech Support	\$137,500	\$133,000	N
SPED Services and staff	\$570,620	\$484,003	N
Instructional and Curricular Apps/Programs (subscriptions)	\$63,372	\$75,000	N
Assessments	\$38,128	\$40,000	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The following is an analysis of the distance learning program based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data that focus on the successes and challenges within the following elements encompassed in our school's 2020-21 Learning Continuity & Attendance Plan:

Continuity of Instruction:

- Successes: Yu Ming educators and staff have been relentless with a schoolwide culture of high expectations for all, while providing a nurturing learning environment for all students
- Challenges: include ensuring all students are logged in on time and participating daily. Our school has developed and implemented systems in place so that when teachers take attendance at the start of the day/course any student identified as absent is documented and the support staff immediately contact the student/family. Some of our students do not have an adult/parent at home to ensure their child logs in daily on-time for each course. Our school staff collaborated with these families/student to develop a plan to ensure the student participated daily.

Access to Devices & Connectivity:

- Successes: Yu Ming Charter School was committed to ensuring all students had access to devices and internet to enable them to fully participate in distance learning. Yu Ming provided Chromebook devices and internet hotspots for all students that needed them. Yu Ming surveyed all families to identify which students lacked a technology device and/or connectivity at home. Approximately, 60% of students were provided with a device; and 40% indicated they preferred to use a personal device. Yu Ming Charter School Chromebooks and internet hotspots were provided for all families who indicated a need.

The technology department provided remote support for instructional technology devices, and Yu Ming's technology managers were available to provide tech support for issues that could not be resolved remotely.

- Challenges: Despite providing Chromebooks & Wi-Fi hotspots some students struggled with participating in daily instruction consistently on time.

Pupil Participation & Progress:

- Successes: Overall there was high student attendance, engagement and participation rates during distance learning as required with SB98. Yu Ming designed a distance learning program that encompassed an SEL Program (badge work, community circles), and an enrichment program that included PE, Art, and Music. Instruction provided to our students included whole group and small group instruction.

- Challenges: Despite providing Wi-Fi hotspots some students struggled with participating in daily instruction on time.

Distance Learning Professional Development:

- Successes: All educators and the Administrative team participated in professional development and staff development. Administrators conducted virtual classroom observations and provided feedback. Teachers participated in planning meetings regularly

- Challenges: There were no challenges with distance learning professional development.

Staff Roles & Responsibilities:

- Successes: Yu Ming Charter School's classified staff were re-assigned during distance learning to support our program (student/family needs) as support staff.

- Challenges: There were no challenges with staff roles and responsibilities.

Support for Pupils with Unique Needs including EL, SWD served across a full continuum of placements, Foster Youth, and Homeless:

- Successes:

SPED Services: Students with Disabilities

Students with Disabilities (SWD) received the appropriate educational services (IEP or 504 Plan) within the distance learning program. General education accommodations for 504 plans continued to be provided to students. Teachers received consultation for tailoring supports to the online learning environment from our Behavior Intervention Specialist, School Psychologist, or Director of Student Supports. Specialized Academic Instruction (SAI), Speech, Counseling, Occupational Therapy (OT) and Behavior Intervention Services were provided through Zoom video conferencing during Distance Learning and in-person as appropriate and when permitted. Service Providers used interactive platforms to provide services, like the Social Express, SEL videos, online social thinking stories. Students that received behavior intervention services were assigned an aide that provided in-class support over Zoom or in-person and throughout the day for asynchronous work. IEP, 504, and COST/SST meetings along with IEP timelines continued during Distance Learning and continued regardless of scenario in 2020-2021. Communication systems continued to monitor student progress.

English Learners

Yu Ming implemented the 5 [Essential Practices for ELs during Distance Learning](#) that focused on the following:

1. Access and rigor: Engaged all ELs in meaningful tasks and use technology to provide language scaffolds and supports.
2. Integrated and Designated ELD: Ensured ELs receive both integrated and designated ELD to support English Language Proficiency.
3. Data-driven decisions: Differentiated based on student need and engaged students in prompts feedback.
4. Asset-based approach: Leveraged the linguistic and cultural assets of our students and families.
5. Whole Child: Leveraged family and community supports. Activated resources to address the unmet, non-academic needs that hinder students' ability to fully engage in distance learning.

Students continued to receive integrated ELD during ELA time in small groups differentiated classes. ELs were be pulled out during their non-zoom or non-ELA instructional time to participate in a designated ELD time. Depending on their level of English proficiency, students participated in multiple sessions per week (i.e. level 1 or newcomer students received twice the amount of ELD sessions than compared to students in Level 3). Designated ELD was taught via zoom in 20-30 mins sessions depending on the grade level, with lower grades receiving less minutes per session. The ELD teacher utilized [Grammargallery](#) as well as the units created by the San Diego County Office of Education ([SDCOE](#)) for instruction.

- Challenges: include that 40% of students/families opted to continue with distance learning, which is not the ideal learning environment. As a result, Yu Ming will be offering Extended School Year (ESY) this Summer 2021 to address learning loss for SWD; and a series of intensive Summer School Programs to accelerate the learning experience for our students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Boost Program	\$6,420	\$6,500	N
Extended School Year (Special Education)	\$5,611	\$7,500	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The following is an analysis of the successes and challenges in addressing pupil learning loss based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, and the strategies implemented to accelerate student learning in the 2020-21 school year. In addition, the analysis of the effectiveness of the efforts to address pupil learning loss included Unduplicated Pupils (EL, Low-income, Foster youth), Students with Disabilities (SWD), and students experiencing homelessness.

- Successes include: that our teachers and support staff have delivered engaging and scaffolded lessons that have challenged our students academically. Built into both distance learning and hybrid instruction is Tiered intervention as part of our MTSS/RtI Instructional model. Our MTSS team addressed potential learning gaps and provided interventions through small group, one-on-one support and intervention built into the instructional day. A review and analysis of our internal assessments has demonstrated growth among our students schoolwide and by student group.

- Challenges include some of our young-aged students do not have stay-at-home parent (or consistent adult) that can facilitate learning and ensure students are logged on and participating daily. As a result, Yu Ming will be offering a series of intensive Summer School Programs for students in grades K-2, to accelerate student learning for our students.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The following is an analysis of the successes and challenges in monitoring and supporting student and staff - mental health and social and emotional well-being based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, in the 2020-21 school year:

- Successes with professional learning and resources provided to both students and staff include: The Director of Student Supports is a licensed Psychologist and credentialed school psychologist that provided training for our staff on trauma informed practices; other related trauma training throughout the school year and a training on "Building Connections in a COVID reality: How does a trauma informed mindset help us start a distance learning school year off the right way?" using a schoolwide check-in protocol for identifying and serving students who may be experiencing signs of trauma. The Mental Health team has received extensive training on the check-in

protocol, crisis management, and suicide risk management. Yu Ming implemented SAEBRS a universal screening tool for social-emotional development to determine students at risk for mental health needs. Students were provided with counseling services or case management services by our mental health staff (MFTI, MFT, Psychologist, School Psychologist) for identified students. Case management was available to connect families with needed supports.

Yu Ming teachers participated in tier 1 SEL training on how to: build positive relationships; trauma related behavior; lower-grade friendship zone groups, and validate classroom relationships. Our staff worked with students in their friendship groups engaged in activities through a partnership with UC Berkeley interns. Each morning our teachers started the school day with morning meetings to build connections, and develop the social emotional competencies of our students through responsive classroom practices.

- Challenges this past school year have impacted our students' emotional and social well-being. At Yu Ming Charter School there was an increase in the number of students identified for socioemotional support including suicide risk assessments compared with the prior school year. Our school provided several levels of support, including parent consultation, referrals for individual and family counseling within the community, school-based counseling, friendship circles, and assessment for 504 accommodations. It was also challenging to find the staff to meet all of the needs including the ability to provide services in person due to COVID 19 restrictions. This resulted in the temporary suspension of some planned services, particularly the friendship groups.

- Challenges with staff mental health & emotional wellbeing has been significant. This was an exceptionally stressful year especially for our educators and support staff who also are parents and maneuvering their responsibilities as educators and the responsibilities as parents was overwhelming with distance learning. In addition, the significant rise in hate crimes that were racially motivated and exacerbated because of the COVID-19 pandemic has been very stressful for our diverse and multi-racial staff. Our school implemented strategies and provided space for healing and personal wellness practices.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The following is an analysis of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data:

- Successes with student engagement/outreach: Multiple levels of staff, from support staff, to teachers, and school administrators communicated with families on an ongoing basis since March 2020, from Zoom meetings, phone calls, home visits, ParentSquare, and announcements on our school's website and via email. This ongoing communication resulted in positive relationships

- Successes with parent engagement: our parent response rate was 99%. Our staff communicated with families on a consistent basis and we received positive feedback.
- Successes with the implementation of the tiered reengagement strategies for students were absent from distance learning and the steps that were taken with communicating with parents/guardians when students did not meet compulsory education requirements and/or were engaged in instruction. Yu Ming implemented the tiered reengagement strategies to immediately address absences and/or disengaged students. Meetings took place with families for students who were not participating daily.
- Challenges for our families was the limitations with engaging in school activities and volunteerism as a result of the pandemic. For families multitasking and trying to balance their child's online learning, childcare and working from home has been extremely challenging and stressful. Implementing Affinity groups was very challenging this past year. For single parent households and under-resourced families distance learning has been extremely challenging. Families were faced with job, housing and food insecurity, in addition to childcare and caring for aging parents (multi-generational households). Other families reporting having to address both academic and social-emotional needs of their children while at home was also stressful and overwhelming. The COVID stay-at-home orders resulted in families feeling isolated. The increased racial tension and racially motivated violence has created fear among our families further widening the racial divide. As a result deeper inclusion and community building across differences are critical and in urgent need.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The following is an analysis of the successes and challenges in providing school nutrition in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local data:

- Successes include: Yu Ming provided breakfast and lunch grab and go for families to pick up during distance learning throughout the year. Breakfast and lunch were provided to students onsite for those participating in hybrid instruction.

There were no identified challenges with the implementation of the school nutrition program for the 2020-21 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health & Social Well-being	School Psychologist, Psychologist, MFT Therapist, MFT Intern	\$45,688	\$60,000	N
Pupil & Family Engagement	Family Resource Liaison	\$22,940	\$20,000	Y
School Nutrition	Meals/Nutrition	\$142,882	\$69,036	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons learned over the past year from implementing in-person and distance learning have informed the development of the goals and actions for the 2021-24 LCAP in the following areas:

- Health & Safety: continue to revise the school's safe re-opening plan and school safety plan in adherence to state and local county health department guidelines, and provide training for the entire staff, students and families to ensure a safe and healthy learning environment.
- Distance Learning: will not take place in 2021-22, however we will incorporate essential tools and applications in the classroom.
- Monitoring and Supporting Mental Health and Social-emotional Well-Being: There is a need to continue to utilize Compass SEL student goal setting, instructional coaching and early grade student agency pilot program to support the social-emotional well-being of our students.
- Student Engagement: With the return to in-person instruction there is a need to provide students with experiential learning opportunities to maintain student engagement and improve student learning.
- Family Engagement: Yu Ming Charter School staff have developed strong relationships over the past year with ongoing and consistent communication using various platforms.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Yu Ming Charter School has implemented the following cycle of assessments that will be incorporated in the school's 2021-24 LCAP and used to assess and address learning loss in the upcoming school year. Internal/local assessments will be disaggregated by grade level, by numerically significant student group and the following student groups: low-income, English Learner, Foster youth, homeless, and students with Disabilities. Students performing below grade level will be provided additional academic support and interventions to accelerate student learning.

Diagnostic Assessments

- Chinese: Leveled Chinese Reading

- STAR Reading: K-8
- Illuminate Gr K-5

Weekly Formative Assessments

- English Reading: Close Reading Lexia Core 5: Gr K-5; Freckle Gr. 3-8
- Chinese: Close Reading Report Gr 2-8
- Math: Illuminate Gr K-5

Trimester Benchmark Assessments:

- English Reading: STAR Reading and F&P K-8
- English/Chinese Writing: Learning Headquarter writing assessment Gr. K-8
- Chinese Reading – Level Chinese G1-8; Character reading: Kindergarten
- Math: Interim K-5
- Summit Unit Assessments Gr 6-8
- NWEA MAP Reading & Math Gr 6-8

End of Year: Spring 2022

- English Reading: STAR Reading & F&P Gr K-8
- Math Interim Assessments Gr K-2
- Chinese Reading: Level Chinese Gr K-8
- Summit Unit Assessments Gr 6-8
- English/Chinese Writing: Learning Headquarter writing assessment Gr. K-8
- CLA Listening, Speaking, reading, Writing, STAMP 4se: Gr 2, 5
- CLA Listening, Speaking, reading, Writing, STAMP 4s: Gr 8
- Spring Exhibition of Learning: K-8

Assessment results were disaggregated by student group, analyzed, and used to identify students for academic support/intervention, and/or social-emotional needs. On a regular basis assessment results were reported to staff, students, families and the governing board and used to make mid-year modifications where necessary. This process will continue in the 2021-22 school year.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Descriptions of any substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement were addressed accordingly in the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update sections.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

An analysis and reflection on student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity & Attendance Plan have informed the development of the 2021-24 LCAP as follows:

- Summer School – Ignite English Program
- Extended School Year (ESY)
- Summer BOOST: for K-4 Chinese & Gr 3-4 ELA
- Ignite English Program for Gr K-2 ELA
- Mandarin Institute STARTALK for Gr 5-8 CLA
- Mental Health Clinician
- Director of Student Support Services (MTSS Lead): licensed Psychologist
- Subscriptions: Lexia Core5, Raz Plus, STAR Reading and Early Literacy
- Instructional Coaching for all teachers

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcf@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

- As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low-income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yu Ming Charter School	Sue Park, Head of School	spark@yumingschool.org 415.314.9535

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

This year, Yu Ming Charter School's charter petition was renewed for an additional six years by its authorizer Alameda County Office of Education. Yu-Ming Charter School is a direct-funded, Mandarin immersion public charter school with 2 sites located in Oakland serving approximately 557 students in grades K-8. Student demographics include: 48% Asian, 26% 2+ Races, 9% White, 9% African American, 7% Hispanic, of which, 5% are Students with Disabilities, 9% English Language Learners (ELL), 0.2% Homeless Youth (HY) and 17% Socioeconomically Disadvantaged. Currently our school does not have any students identified as Foster Youth (FY).

Yu Ming envisions self-awareness, global awareness, problem-solving, and effective communication to be skill areas developed by every graduate. Beyond mastering content, Yu Ming students learn to do the following:

- Know themselves deeply by constantly reflecting on new knowledge and experiences
- Connect with people around them by fostering and nourishing positive relationships
- Do service for the greater good after coming to their own conclusions on real-world solutions
- Communicate using language to have powerful impact on a diverse range of audiences via multiple modalities

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's program rooted in a one-way dual language immersion model in which two languages are used for instruction (i.e. in this case, English and Mandarin), with at least 50% of instruction in the second language.

The proportion of instruction in Mandarin and English shifts gradually over the course of a student's progression through the Charter School. At Yu Ming, in kindergarten, first and second grade students spend 85-90% of their time exclusively immersed in Mandarin Chinese, 10-15% of the content is delivered in English. All subjects other than English, including math, science, social studies, and special subjects such as art and music, are taught in Mandarin. The immersion early language acquisition strategy is critical because Mandarin Chinese is a tonal language with a logographic writing system, not based on the Latin alphabet, so it is important to start learning it at a young age when children are developmentally attuned to distinguishing tonal and visual variations. A 90/10 immersion model provides more contact hours for English-speaking students to achieve proficiency. Full immersion is critical because it takes a native English speaker much longer to develop proficiency in Mandarin as compared to learning a cognate language such as Spanish or French. Starting in 3rd grade, the percentage of instructional time in Mandarin and English shifts to 70/30, and in 5th grade the mix is 50/50. In middle school (grades 6-8), students' percentage of time spent on Mandarin will vary based on individual need and elective course offerings, from a minimum of 30%, up to 50%. Subjects taught in Mandarin are taught by teachers with native or near-native proficiency in Mandarin. Subjects taught in English are taught by teachers with native English proficiency. In grades 3 and above, some subjects are taught in both languages through coordination between teachers who are teaching different aspects of the same topic, in each language.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The following chart reflects Yu Ming Charter Schools Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the governor's orders to suspend state testing, the CDE has not released a School Dashboard since 2019. Performance levels for Chronic Absenteeism and Suspension Rate reflect a blue or green performance level schoolwide. For the ELA & Math Academic Indicators reflect a blue performance level schoolwide and for its student groups.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Blue	Blue	None	None	Blue	Blue
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Green	Blue	None	None	None	None
Students with Disabilities	None	None	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Blue	Blue	None	None	Blue	Blue
Filipino	None	None	None	None	None	None
Hispanic	None	None	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Orange	Green	None	None	None	None
Two or More Races	Green	Blue	None	None	Blue	Blue

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Yu Ming received an orange performance level for Chronic absenteeism for the White student group. The following chart provides the total chronic absenteeism rates (percentages) and total number of students identified as chronically absent by identified student group. Because Yu Ming is a small school, chronic absenteeism rates, as seen below, fluctuate dramatically. The White Student group had 1 student that was chronically absent in the 2017-18 school year and 2 students in the 2018-19 which resulted in an Orange performance level because of the small sample size for the student group.

CHRONIC ABSENTEEISM DATA	Performance level	2017-18		2018-19	
		Toal #	Rate	Total #	Rate
Schoolwide	Blue	9	2.3%	5	1.1%
Socioeconomically Disadvantaged	Green	5	8.8%	2	2.6%
African American	--	3	15.0%	1	3.6%
Asian	Blue	2	1.1%	0	0.0%
Hispanic	--	2	11.1%	1	3.8%
White	Orange	1	3.1%	2	5.3%
2+ Races	Green	0	0.0%	1	0.7%

Yu Ming Charter School has implemented Compass SEL curriculum, (See Goal 1, Action 4)

Panorama and TNTP surveys serve as universal screeners and to measure school climate at various points during the school year. Panorama surveys bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Yu Ming Charter School continues to strengthen its Multi-tiered System of Supports (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

Yu Ming Charter School has developed its 2021-22 LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Yu Ming Charter School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Yu Ming Charter School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Yu Ming Charter School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The following chart provides a timeline of our school’s stakeholder process and engagement including strategies to seek input and engage stakeholders and consultation process for the LCAP, and AB86 ELO Grant.

Yu Ming Charter School engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP including the LCAP goals, actions and services. Yu Ming Charter School also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the frequency and type of communication including stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelines. 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, and maximizing resource allocation and the success of our school, students and educational program.

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
7/24/20	Governing Board	Special Board Meeting - Transition to In-Person Instruction	Board Meeting (Zoom)
8/13/20	Parents & Staff	School Community Town Hall Transition to In-Person Instruction	Zoom meeting
8/29/20	Governing Board	LCAP Goals	Board Meeting (Zoom)
9/8/20	Governing Board	Comittee updates, general finance updates	Board Meeting (Zoom)
9/22/20	Board Finance Committee	Fiscal reports updates	Board Finance Committee Meeting (Zoom)
10/21/20	Board Finance Committee	Fiscal reports updates	Board Finance Committee Meeting (Zoom)
10/29/20	Governing Board	Comittee updates, general finance updates	Board Meeting (Zoom)
12/1/2o21	Board Finance Committee	Financial reports update, fiscal policy review	Board Finance Committee Meeting (Zoom)
12/10/21	Governing Board	Comittee updates, general finance updates	Board Meeting (Zoom)
2/22/21	Board Finance Committee	Audit report review	Board Finance Committee Meeting (Zoom)
2/25/31	Governing Board	Comittee updates, general finance updates	Board Meeting (Zoom)
4/27/21	Board Finance Committee	LCAP/ELO review and feedback, 21-22 budget update	Board Finance Committee Meeting (Zoom)
4/29/21	Governing Board	LCAP/ELO review and feedback, Strategic plan	Board Meeting (Zoom)
5/10/21	ELAC Committee Meeting	LCAP/ELO review and feedback	Zoom meeting
5/13/21	FSO/Parent Advisory Committee Meeting	LCAP/ELO review and feedback	Zoom meeting
5/17/21	CORE Family Panorama Survey	Family engagement, LCAP/ELO review and feedback	Survey via Panorama Platform
6/2/21	Staff Engaement Survey	Gallup Q12 Engagement survey, LCAP/ELO review and feedback	Survey via Panorama Platform
6/3/2021	Student Engagement Survey	SEL, Student safety and engagement	Survey via Panorama Platform

A summary of the feedback provided by specific stakeholder groups.

During the 2020-21 school year, members of our staff/Leadership Team consulted with stakeholders to discuss components of our LCAP on a regular basis and the following reflects their feedback by stakeholder group:

- Administrators/Leadership Team: would like to continue to strengthen MTSS academic, and social-emotional supports, including Summer academic support, ESY, and Instructional Coaching.
- Teachers indicated there was a need to continue with various tiers of intervention, and instructional coaching.
- Staff and Instructional support staff would like to continue to provide academic supports in the classroom to accelerate learning.
- Parents including PAC, ELAC/DELAC & EL-PAC indicated they were concerned with learning loss, and wanted their child to have opportunities for summer school & intervention built into the instructional day.
- Students indicated they want recess, physical education and field trips.
- Yu Ming consulted its SELPA and suggestions were included in Goal 1, Action 7.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The input of stakeholders has been instrumental in the development of our school's Learning Continuity and Attendance Plan, School Plan for Student Achievement, and the development of the 2021-22 LCAP including the revision of the LCAP goals. We took all feedback into consideration and have been embedded in the LCAP Actions & Services for the 2021-22 school year. They include but are not limited to:

- Measuring student academic progress, universal screeners: Goal 1, Action 2
- Academic support & intervention: Goal 1, Action 3
- Intensive Summer Program: Goal 1, Action 3
- Extended School Year (Summer 2021): Goal 1, Action 3
- SEL supports: Goal 1, Action 6
- Students with Disabilities Action & services: Goal 1, Action 7
- Professional Development & Instructional Coaching: Goal 2, Action 1
- School Field trips – outdoor learning: Goal 3, Action 1

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

With over a year of distance learning, there is a need to continue to strengthen and expand academic, social-emotional, and behavioral supports and implementation of universal screeners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Scale Score - DFS	Results pending				+10 Scale Score gain annually
Math CAASPP Scale Score - DFS	Results pending				+10 Scale Score gain annually
Gr 5: CA Science Test (CAST) Scale Score - DFS	** Not administered				+10 Scale Score gain annually
Gr 8: CA Science Test (CAST) Scale Score - DFS	** Not administered				+10 Scale Score gain annually
Attendance Rate	99%				>96%
Chronic Absenteeism Rate	1%				<2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	0%				<1%
Gr 5 PFT: % students meeting all 6 HFZ	*** Not administered				40%
Gr 7 PFT: % students meeting all 6 HFZ	*** Not administered				40%
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%				100%

* For the 2020-21 school year, CA Science Test (CAST) was not administered per SBE/CDE waiver

** For the 2020-21 school year, PFT was not administered per SBE/CDE waiver

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>Yu Ming Charter School will employ 25 teachers who are appropriately credentialed and assigned, a Head of School, and Principal for K-8 as part of the school's base program.</p> <p>Yu Ming Charter School will provide all students with a longer school day, and longer school year that includes 185 instructional days (CA Requirement: 175 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. All teachers will participate in 7 days of Summer Professional Development (2 additional days for new</p>	\$2,571,914	N

Action #	Title	Description	Total Funds	Contributing																				
		<p>teachers), 3 non-instructional days during the academic school year and weekly professional/staff development during the year.</p> <table border="1"> <thead> <tr> <th colspan="4">INSTRUCTIONAL MINUTES BY GRADE LEVEL</th> </tr> <tr> <th></th> <th>K</th> <th>1-3</th> <th>4-8</th> </tr> </thead> <tbody> <tr> <td>CA REQUIREMENT</td> <td>36,000</td> <td>50,400</td> <td>54,000</td> </tr> <tr> <td>YU MING</td> <td>57,440</td> <td>58,280</td> <td>58,280</td> </tr> <tr> <td>DIFFERENCE</td> <td>21,440</td> <td>7,880</td> <td>4,280</td> </tr> </tbody> </table>	INSTRUCTIONAL MINUTES BY GRADE LEVEL					K	1-3	4-8	CA REQUIREMENT	36,000	50,400	54,000	YU MING	57,440	58,280	58,280	DIFFERENCE	21,440	7,880	4,280		
INSTRUCTIONAL MINUTES BY GRADE LEVEL																								
	K	1-3	4-8																					
CA REQUIREMENT	36,000	50,400	54,000																					
YU MING	57,440	58,280	58,280																					
DIFFERENCE	21,440	7,880	4,280																					
2	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>Yu Ming Charter School will administer multiple types of assessments to monitor student academic progress; identify strengths, needs in order to modify instruction; provide academic intervention, and to continue to challenge each student academically:</p> <ul style="list-style-type: none"> • State mandated assessments <p><u>Diagnostic Assessments</u></p> <ul style="list-style-type: none"> • Chinese: Leveled Chinese Reading • STAR Reading: K-8 • Math: Illuminate K-5 <p><u>Weekly Formative Assessments</u></p> <ul style="list-style-type: none"> • English Reading: Close Reading Lexia Core 5: Gr K-5; Freckle Gr. 3-8 • Chinese: Close Reading Report Gr 2-8 • Math: Illuminate Gr K-5 <p><u>Trimester Benchmark Assessments:</u></p> <ul style="list-style-type: none"> • English Reading: STAR Reading and F&P K-8 	\$40,000	Y																				

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • English/Chinese Writing: Learning Headquarter writing assessment Gr K-8 • Chinese Reading – Level Chinese G1-8; Character reading Kinder • Math: Interim K-5 • Summit Unit Assessments Gr 6-8 • NWEA MAP: Reading & Math: Gr 6-8 <p><u>End of Year:</u></p> <ul style="list-style-type: none"> • English Reading: STAR Reading and F&P Gr K-8 • Math Interim Assessments Gr K-2 • Chinese Reading: Level Chinese Gr K-8 • Summit Unit Assessments Gr 6-8 • English/Chinese Writing: Learning Headquarter writing assessment Gr K-8 • CLA Listening, Speaking, Reading, Writing, STAMP 4Se: Grades 2, 5 • CLA Listening, Speaking, Reading, Writing, STAMP 4s: Grade 8 • Spring Exhibition of Learning K-8 		
3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>In order to address learning loss and accelerate learning, as a result of distance learning, and impacts of COVID, Yu Ming Charter School will provide the interventions and/or support services to close any achievement gaps and ensure students are on track towards grade level mastery:</p> <ul style="list-style-type: none"> • Instructional Assistants (Title I & ELO Funded) to provide academic intervention through push-in and small group instruction. • Web-based intervention: Lexia Core, Raz Kids, Freckle 	\$656,576	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Summer Boost (Chinese & English) – July 2021 • Ignite English Summer Tutoring Program • After-school BOOST: ELA & CLA <p>The following are supplemental intervention programs;</p> <ul style="list-style-type: none"> • Lexia Core5 (subscription) • Raz Plus for K-1 (subscription) • Vocabulary AZ (G3-8) • Explode the Code (K-2) • Literacy Footprints (G2) • F&P Leveled Literacy Intervention (K-2) • Freckle for Gr3-8 (subscription) • STAR Reading and STAR Early Literacy (K-8) • CLA: Pondy (Gr. 6-8) • CLA: Word Wall, Quizlet, Kahoot, Ellabook, book creator (K-8) 		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	<p>Yu Ming Charter School strives to provide all students and staff with safe and clean school facility sites and adheres to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made.</p>	\$769,377	N
5	BROAD COURSE OF STUDY	<p>Yu Ming Charter School will provide all students with a broad course of study beyond core subjects that include the following:</p> <ul style="list-style-type: none"> • Gr. 5: Design Lab • Gr. 6-8: Design Lab, Journalism (Chinese), Service Learning (Chinese), Musical Instruments, Coding, Art • Gr K-8: VAPA, Choral & Instrumental Music 	\$21,602	N

Action #	Title	Description	Total Funds	Contributing
6	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	As part of Yu Ming's MTSS: it has implemented a comprehensive suite of services to meet the social-emotional, behavioral and mental health needs of our students. The Assistant Principal will lead the SEL component of our MTSS, ensuring implementation of Compass SEL, student goal setting, instructional coaching, and the early grade student agency pilot program. Our students will utilize Compass SEL and have access to the Health Services Coordinator and Mental Health Clinician.	\$95,483	N
7	SERVICES TO SUPPORT SWD	<p>El Dorado Charter is the SELPA provider for Yu Ming's Charter School. The Director of Student Support Services (SPED Director), will ensure IEP timelines and related services are addressed and communicated with parents.</p> <p>The SPED Team comprised of Director of Student Services, Education Specialist, School Psychologist, Behavior Aides, and contracted services will provide all required services to SWD to ensure the academic, social-emotional and behavioral needs are met, and support services are provided.</p> <p>The SPED team will participate in professional learning from its SELPA and other resources (ex. Wilson Reading Program) to improve student academic outcomes and accelerate student learning.</p> <p>Yu Ming will offer an Extended School Year (ESY) to address learning loss.</p>	\$890,577	N

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

There is a need to continue to provide all educators with ongoing robust professional learning to address learning loss, accelerate student learning, and address the learning needs of EL and SWD.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																												
% of students with access to Standards-aligned materials	100%				100%																																												
Implementation of the Academic Content Standards: as measured by CDE’s Priority 2 Local Indicator rubric.	<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>5</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>4</td> </tr> <tr> <td>HEALTH</td> <td>3</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>4</td> </tr> <tr> <td>VAPA</td> <td>5</td> </tr> <tr> <td>WORLD LANG.</td> <td>5</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2020-21	ELA	5	ELD	3	MATH	4	NGSS	3	HISTORY	4	HEALTH	3	PHYSICAL ED.	4	VAPA	5	WORLD LANG.	5				<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>5</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>MATH</td> <td>4</td> </tr> <tr> <td>NGSS</td> <td>4</td> </tr> <tr> <td>HISTORY</td> <td>4</td> </tr> <tr> <td>HEALTH</td> <td>4</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>5</td> </tr> <tr> <td>VAPA</td> <td>5</td> </tr> <tr> <td>WORLD LANG.</td> <td>5</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2023-24	ELA	5	ELD	4	MATH	4	NGSS	4	HISTORY	4	HEALTH	4	PHYSICAL ED.	5	VAPA	5	WORLD LANG.	5
	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS																																																
	2020-21																																																
ELA	5																																																
ELD	3																																																
MATH	4																																																
NGSS	3																																																
HISTORY	4																																																
HEALTH	3																																																
PHYSICAL ED.	4																																																
VAPA	5																																																
WORLD LANG.	5																																																
OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS																																																	
	2023-24																																																
ELA	5																																																
ELD	4																																																
MATH	4																																																
NGSS	4																																																
HISTORY	4																																																
HEALTH	4																																																
PHYSICAL ED.	5																																																
VAPA	5																																																
WORLD LANG.	5																																																
% of Teachers appropriately credentialed & assigned	****76%				100%																																												
% EL who progress in English Proficiency (ELPI)	Fall 2019 CA Dashboard ELPI: <11 students tested				45%																																												

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	***0%				45%
% EL with access to CCSS & ELD Standards	100%				100%

*** **Summative ELPAC administered Spring 2021, results pending**

****24% of our teachers have a GELAP permit (because their out-of-state teacher credentialed transferred as a single subject credential in the state of CA. They are currently working on clearing their credential.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROFESSIONAL DEVELOPMENT	<p>Yu Ming Charter School educators will participate in a robust evidence-based professional development starting with 7 days of Summer Professional Development (2 additional days for new teachers), 3 non-instructional days during the academic school year and weekly professional/staff development during the year. All teachers will receive ongoing coaching, and feedback led by the Assistant Principal (Instructional coach), Senior Director of Academics, and Coordinator of Curriculum & Instruction. Professional Development areas of focus will include:</p> <ul style="list-style-type: none"> • CCSS ELA & Chinese Language Arts (CLA) • STAMP Advance • Immersion Balanced Literacy: Readers & Writers Workshop • Lavinia Guided Reading, Close Reading and Math instruction • Project-Based Learning (PBL) • Graduate Profile & Rubrics • Data Cycles of Inquiry 	\$360,000	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Culturally Responsive teaching, diversity and Inclusion • Embracing equity Cohort • SEL: Compass Learning & Responsive Classroom • Personalized & Differentiated Instruction • Science & Social Studies Instruction – Professional Learning NGSS • Wilson Reading Program (SPED) • RBT Supervision Training (SPED) • Making Math Real (SPED) <p>Yu Ming will continue to build capacity among its leadership team. Assistant Principals will participate in the Relay Graduate School of Education Instructional Leadership Program; and participate in conferences and workshops.</p> <p>To support teacher effectiveness and credential clearance, Yu Ming will reimburse <i>teacher induction expenses (Title II Funded)</i></p>		
2	STRENGTHENING EL PROGRAM & SERVICES	<p>Yu Ming will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language. The designated ELD teacher will monitor the academic progress of EL, provide targeted academic support and designated ELD instruction. ELs will have access to all intervention programs identified in Goal 1, Action 3; and GrammarGallery, an online standards-aligned supplemental grammar program that provides teachers and students with a plethora of structured language</p>	\$26,689	Y

Action #	Title	Description	Total Funds	Contributing
		practice resources, and a wide range of reading and writing materials, especially for ELs.		
3	CORE CURRICULAR PROGRAM NEEDS	<p>The following standards aligned curriculum and consumables will be purchased:</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 • STC Science Kits (Kinder) • FOSS kits (G1-4) • Amplify Science Curriculum (G5) • Mathematics manipulatives • Physical Education Equipment • Art Materials • Music Materials • Math Textbook for G6-8 • Math Algebra for G8 	\$152,115	N

Action #	Title	Description	Total Funds	Contributing
4	CLOSING THE DIGITAL DIVIDE	<p>Yu Ming will purchase additional devices to continue implementation of 1:1 student to device ratio, schoolwide, and additional technology related programs including:</p> <ul style="list-style-type: none"> • Go Guardian • Google Classroom • Software • Hotspots (as necessary) • Zoom • Headsets • Classroom technology • IT: Technology Manager & Assistant 	\$73,861	N

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

Continue to engage parents and develop partnerships with the community to support the needs of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facility FIT Report Score of “Good”	Good				Good
Parents will have input in decision-making (including UP, and SWD): PAC & ELAC/DELAC	Outcome Met				Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met				Outcome Met
Suspension Rate	0%				<2%
Expulsion Rate	0%				<1%
% parent satisfaction rate as measured in the annual survey.	96%				90%
% of students who feel connected, safe and engaged at school as measured in the annual survey.	85% climate 83% belonging 82% safe				90%
% of staff who feel supported and connected as measured in the annual staff survey.	87%				90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>Yu Ming Charter School will provide all students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation.</p> <p>Our school will implement the following to provide all students and staff with a safe, welcoming and positive learning environment that will promote student academic growth and SEL needs:</p> <ul style="list-style-type: none"> • Field Trips • Student performances • Assemblies • Raptor Visitor Management System • Administer SEL surveys/universal screeners; Panorama & TNTP surveys 	\$305,000	N
2	PARENT INPUT IN DECISION-MAKING	<p>At Yu Ming Charter School, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) if applicable CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • FSO Council • Parent representatives serving on the Governing Board 	\$0	N
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>Yu Ming Charter School will provide all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child's education. Our bilingual Family Liaison provides</p>	\$60,318	N

Action #	Title	Description	Total Funds	Contributing
		<p>support and outreach to underrepresented/low-income families to ensure they know how to access school resources to support their child, and ensure student retention, and positive student outcomes. Yu Ming has established Family Affinity Groups that build community and inclusion for under-represented families.</p> <p>Families will have access to PowerSchool Parent Portal to access their child's attendance, academic progress and communicate with teachers/staff. Our staff will utilize Parent Square to communicate with families.</p> <p>All correspondence sent to families/guardians will be provided in English and translated to Spanish and Mandarin, as identified by our (primary) language survey and the "15% and above translation needs."</p>		

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.54%	\$202,220

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The following actions were principally directed towards and effective in meeting Yu Ming Charter School’s goals for Unduplicated Pupils (UP), as identified upon completing a Comprehensive Needs Assessment. After assessing the needs, conditions, and circumstances of our English Learners, low-income and Foster Youth students, we learned that they lacked foundational literacy and math skills, and the detrimental impacts of distance learning has exacerbated learning loss. For our English Learners they also lack foundational skills in their L1 (native language). In order to address this issue and the underlying issues, Yu Ming Charter School will administer universal screeners as part of its Multi-tiered System of Supports (MTSS); and provide tiered academic support, that include the following actions that will be effective in meeting the goals for Unduplicated Pupils.

- Measuring student progress & universal screeners: Goal 1, Action 2
- MTSS: Addressing academic needs to accelerate learning: Goal 1, Action 3
- Supporting the needs of ELs: Goal 2, Action 2

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The services provided and outlined in the 2021-22 LCAP are increased and improved by at least the percentage outlined 3.54% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

To accelerate student learning additional academic supports and programs will be utilized by students in addition to intervention built into the instructional day. Supplemental academic intervention programs include: Lexia Core, Raz Plus, STAR Reading, STAR Math, and Fountas & Pinnell LLI Program. In addition, the ELD teacher will provide targeted academic support for English Learners.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,017,593	\$ 833,072	\$ -	\$ 225,415	6,076,080	\$ 4,165,807	\$ 1,910,273

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	\$ 2,335,369	\$ 113,096		\$ 123,449	\$ 2,571,914
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	\$ 40,000				\$ 40,000
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	\$ 361,684	\$ 262,332		\$ 32,560	\$ 656,576
1	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	\$ 769,377				\$ 769,377
1	5	BROAD COURSE OF STUDY	All	\$ 21,602				\$ 21,602
1	6	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	\$ 95,483				\$ 95,483
1	7	SERVICES TO SUPPORT SWD	SPED	\$ 416,096	\$ 457,644		\$ 69,406	\$ 943,146
2	1	PROFESSIONAL DEVELOPMENT	All	\$ 360,000				\$ 360,000
2	2	STRENGTHENING EL PROGRAM & SERVICES	EL	\$ 26,689				\$ 26,689
2	3	CORE CURRICULAR PROGRAM NEEDS	All	\$ 152,115				\$ 152,115
2	4	CLOSING THE DIGITAL DIVIDE	All	\$ 73,861				\$ 73,861
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	\$ 305,000				\$ 305,000
3	2	PARENT INPUT IN DECISION-MAKING	All	\$ -				\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	\$ 60,318				\$ 60,318

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ -	\$ -
LEA-wide Total:	\$ -	\$ -
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	schoolwide		Yu Ming	\$ 2,335,369	\$ 2,571,914
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	schoolwide	English Learner, Foster Youth, Low Income	Yu Ming	\$ 40,000	\$ 40,000
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	schoolwide	English Learner, Foster Youth, Low Income	Yu Ming	\$ 361,684	\$ 656,576
1	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	schoolwide		Yu Ming	\$ 769,377	\$ 769,377
1	5	BROAD COURSE OF STUDY	schoolwide		Yu Ming	\$ 21,602	\$ 21,602
1	6	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	schoolwide		Yu Ming	\$ 95,483	\$ 95,483
1	7	SERVICES TO SUPPORT SWD	schoolwide		Yu Ming	\$ 416,096	\$ 943,146
2	1	PROFESSIONAL DEVELOPMENT	schoolwide		Yu Ming	\$ 360,000	\$ 360,000
2	2	STRENGTHENING EL PROGRAM & SERVICES	schoolwide	English Learner	Yu Ming	\$ 26,689	\$ 26,689
2	3	CORE CURRICULAR PROGRAM NEEDS	schoolwide		Yu Ming	\$ 152,115	\$ 152,115
2	4	CLOSING THE DIGITAL DIVIDE	schoolwide		Yu Ming	\$ 73,861	\$ 73,861
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	schoolwide		Yu Ming	\$ 305,000	\$ 305,000
3	2	PARENT INPUT IN DECISION-MAKING	schoolwide		Yu Ming	\$ -	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	schoolwide		Yu Ming	\$ 60,318	\$ 60,318

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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.
- **Support for Identified Schools:** Describe how the LEA has or will support 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.
- **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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website:
<https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative

terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how

the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.