

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

## LEA name:

Yu Ming Charter School

## CDS code:

01-10017-0124172

## Link to the LCAP:

(optional)

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE I, PART D

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

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

Yu Ming Charter School will participate in:

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

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

# Instructions

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

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

Yu-Ming Charter School is a direct-funded, 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.

Yu Ming's LCAP goals were developed based on an analysis of multiple forms of data including student achievement data (CAASPP), internal assessments (English, Math, Mandarin), CA School Dashboard, input/feedback from stakeholders including surveys and student focus groups. Beyond state-mandated assessments (CAASPP ELA & Math, ELPAC, and CA Science Test).

Yu Ming administers the following internal/interim/benchmark assessments multiple times during the academic year to measure student academic progress and identify students who are not meeting grade-level standards mastery: Fountas & Pinnell (K-8), NWEA MAP Reading & Math (Gr 6-8), Summit Unit Assessments (Gr 6-8); and Math Interim (K-5), which are used to monitor student academic progress, ensure mastery of standards, and check for student understanding.

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

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

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

The Leadership Team disaggregates, reviews, and analyzes multiple forms of student assessment data with the Executive Director, and develops reports which are presented to teachers, RtI Support staff to inform instruction and measure program effectiveness. The Executive Director presents student achievement reports to parents; and teachers present them to their students.

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

- Title I: Instructional Aide
- Title II: Teacher Induction; Relay Graduate School of Education Instructional Leadership Program for Assistant Principals
- Title IV funds will be transferred to Title II

## Alignment

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

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

Our bilingual Family Liaison provides 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.

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

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

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 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2) – if applicable for Yu Ming Charter School
- Providing written response to each of the committees regarding their comments

# ESSA Provisions Addressed Within the LCAP

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

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

### Overuse in Discipline Practices that Remove Students from the Classroom

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

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

### Career Technical and Work-based Opportunities

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

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

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

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

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

## TITLE I, PART A

### Poverty Criteria

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

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



# ESSA Provisions Not Addressed in the LCAP

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

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

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

### Parent and Family Engagement

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

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

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Yu Ming Charter School engaged its stakeholders (Leadership Team, Director of Student Services/SPED, EL Coordinator, Director of Student Support, Parents/guardians including those representing unduplicated pupils and Students with Disabilities, in the development of the school's Title I Parent and Family Engagement Policy. The policy is reviewed and evaluated annually by the Parent Advisory



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

Yu Ming Charter School is a school of choice. Our staff knows and fully understands the critical role parents/families play in the success of their child(ren), which also impacts the success of our school, as evidenced in our school's LCAP Goal #3: Engage parents, families, and community members as partners through education, communication, and collaboration to provide all students with a safe, welcoming and inclusive, and positive learning environment.

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 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.

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.

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." Accommodations as appropriate will also be made for family members with disabilities, including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

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

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

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

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in

local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

In the 2020-21 school year, Yu Ming Charter School took the necessary steps to assess whether to apply for Title Funding and if so, operate as a TAS or Title I Schoolwide Program, to meet the needs of our students for the 2021-22 school year.

Our charter school developed a Comprehensive Needs Assessment of the entire school (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1]). The comprehensive needs assessment is based on academic achievement information about all students in the school, including all groups and migratory children, particularly the needs of those students who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA, and particularly for those students furthest away from demonstrating proficiency, so that all students demonstrate at least proficiency on the State's academic standards (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1] and [b]).

Yu Ming Charter School conducted a Comprehensive Needs Assessment as part of the school's annual update and annual development of the LCAP; with the involvement of school staff, parents and other members of the community to be served, and students.

Yu Ming Charter School initially applied to operate as a Targeted Assistance School (TAS) because it did not meet the minimum 40% low-income criteria. However, based on an analysis of the school's educational program and feedback from stakeholders on the use of Title Funds, Yu Ming Charter School has selected to operate as a Title I SWP based on the CA Department of Education's SWP Waiver Criteria and Process, and Yu Ming Charter School's Governing Board recommends that the Title I SWP is the best way to serve the school's student population.

Yu Ming Charter School has met the following requirements to operate as a Title I SWP (SWP waiver criteria)

1. Conducted a Needs Assessment.
2. Developed a Schoolwide Plan: 2021-22 LCAP
3. Obtain local governing board approval of the SWP Plan: September 22, 2021
4. The LEA (Yu Ming Charter School) will indicate dates of the local governing board approval of the SWP status including the waiver in the Notification of Authorization of SWP report in the Consolidated Application Reporting System (CARS).

Therefore, Yu Ming Charter School will begin to operate as a Title I SWP as of September 22, 2021 – upon governing board approval of the SWP plan (ESSA Section 1114[b](1)[B]) (retroactively to July 1, 2021).

Yu Ming’s purpose for choosing to operate as a Title I SWP is to improve academic achievement schoolwide so that all students, particularly the lowest-achieving students, can/will demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). In order to improve academic achievement, we knew our focus was to implement a data-driven culture, assessing and monitoring our school’s educational program, implement academic and social/emotional universal screeners, and use multiple types of data to monitor the academic progress of our students, as part of our school’s implementation of a Multi-Tiered System of Supports, but also in alignment with the CDE requirements of Title I SWP.

The Comprehensive Needs Assessment was developed with the input and involvement of all stakeholders (Leadership Team, SPED Coordinator, Teachers, Paraprofessionals, and parents/guardians including those representing unduplicated pupils and Students with Disabilities).

Our school’s 2021-22 LCAP served as the Schoolwide Plan Development and 2021-22 LCAP Federal Addendum, a comprehensive plan that was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]) over the 2021-22 school year. The LCAP (SWP Plan) is monitored regularly by the Leadership Team, Parent Advisory Committee (PAC), ELAC, and shared with parents and staff to seek input and feedback.

Yu Ming Charter School’s LCAP provides descriptions of strategies our school will implement to address the academic needs of our students, including opportunities for our students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]); strengthen our school's academic program, by providing additional academic intervention/support, including support courses and activities necessary to provide a well-rounded education; and address the needs of all students at our school but especially those at risk of not meeting the challenging State Academic Standards.

Yu Ming Charter School followed all required steps to operate as a Title I SWP, as listed on the CDE website: <https://www.cde.ca.gov/sp/sw/t1/schoolwideprograms.asp>

To address the academic needs of students, Yu Ming Charter School will use Title I funds for the following:

- Instructional Assistant: to provide academic intervention through push-in and small group instruction.

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

SWP: Not applicable

Neglected or Delinquent: Not applicable

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

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

## **Student Transitions**

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

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

No additional information.

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools

## **Formal Agreements**

ESSA SECTION 1423(2)

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

(A) LEA; and

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Comparable Education Program**

ESSA SECTION 1423(3)

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Successful Transitions**

ESSA SECTION 1423(4)

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools

## **Educational Needs**

ESSA SECTION 1423(5)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.



## **Parent and Family Involvement**

ESSA SECTION 1423(8)

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Program Coordination**

ESSA SECTION 1423(9–10)

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Probation Officer Coordination**

ESSA SECTION 1423(11)

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Individualized Education Program Awareness**

ESSA SECTION 1423(12)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

**Alternative Placements**

ESSA SECTIONS 1423(13)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## TITLE II, PART A

### Professional Growth and Improvement

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

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Yu Ming provides and requires all educators to participate in a robust professional development program, including 7 full days of intensive summer professional development (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. Areas of focus include Immersion Balanced Literacy: Readers & Writers workshop; Lavinia Guided Reading, Close Reading and Math instruction; Project-based Learning; Data Cycles of Inquiry; Culturally Responsive Teaching, diversity and inclusion.

Key areas for Professional Development were established through the ongoing improvement process and needs assessment, supported by the leadership team and the PAC/ELAC and other stakeholders (teachers, administrators, paraprofessionals, parents, students).

Yu Ming Charter School provides and promotes the following professional growth for staff from the beginning of their careers, throughout their career and through advancement opportunities.

- New Administrators/School Leaders will be provided with an orientation to the charter school and will benefit from the ongoing collaboration with more experienced Administrators including the Head of Schools at staff meetings and professional development events.
- New teachers will be provided with an orientation to the charter school and will benefit from the ongoing collaboration with more experienced colleagues at staff meetings and professional development events. In addition, through the Yu Ming Teacher Intern and Residency Programs, our school aims to create a world-class pathway to teacher preparation for immersion and innovative teaching. Yu Ming Charter School has partnered with the Reach Leadership Institute and Alder Graduate School of Education to train highly effective teachers, create a talent pipeline of strong Bilingual Immersion and STEM teachers, and retain the very best teachers in the Bay Area.
- Head of School/School Leaders will have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.
- All teachers will participate in 7 full days of intensive 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.

- Instructional Assistants/paraprofessionals also participate in summer professional development during the summer and academic school year, and receive instructional coaching from the Assistant Principal. In addition, Instructional Assistants/paraprofessionals will also have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

Yu Ming Charter School provides all teachers and paraprofessionals (including Instructional Assistants) with evidence-based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Key areas for Professional Development at Yu Ming were established through the ongoing improvement process/cycle, supported by the leadership team and other stakeholders.

Through Yu Ming Charter School's annual ongoing schoolwide improvement cycle, it will evaluate its systems of professional growth and improvement and make all necessary adjustments to ensure continuous improvement within these systems. All adjustments will be documented annually in the school's LCAP, shared with stakeholders, and reported in the LCAP Federal Addendum annual updates.

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

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 and will be funded with other funding sources (non-Title II).

## **Prioritizing Funding**

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Yu Ming Charter School is a single school charter and not identified for CSI/TSI, so this provision does not apply.

In the future if Yu Ming Charter School were to be identified for comprehensive support and improvement or targeted support and improvement, we would prioritize our Title II funds to provide professional development in support of strategies, identified through data and root cause analysis, which are focused on addressing the needs that triggered the identification. All stakeholders (teachers, administrators, classified staff, students, and families) would be involved in this improvement process.

through Parent Advisory Committee (PAC) and ELAC, staff meetings and surveys. The implementation would be monitored and evaluated quarterly, as part of the continuous improvement process to determine the effectiveness or needed revisions. The focused activities and results would be included in the LCAP and communicated through the LCAP process to all stakeholders, including PAC and/or ELAC.

## **Data and Ongoing Consultation to Support Continuous Improvement**

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

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

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Yu Ming Charter School does not receive Title III Funds.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Yu Ming Charter School does not receive Title III Funds.

### **Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Yu Ming Charter School does not receive Title III Funds.

### **English Proficiency and Academic Achievement**

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



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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Yu Ming Charter School does not receive Title III Funds.

# TITLE IV, PART A

## Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

### THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

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

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

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

(C) **For Safe and Healthy Students:** our school has successfully implemented Positive Behavior Intervention Support (PBIS), alternatives to suspension to improve school climate, student behavior, and reduce suspension rates. 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.

Yu Ming believes in whole brain and whole heart education grounded on academic excellence, social-emotional intelligence, and relational depth. Leveraging science-based pedagogical approaches, we focus on supporting our students to develop the skills and mindsets to lead fulfilled, joyful, and purposeful lives.

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

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

(D) Yu Ming has implemented a 1:1 **student-to-device ratio** schoolwide. Chromebooks/technology devices are utilized by students across all grade levels. However, federal funds are not used to fund technology devices, and hardware. On an annual basis the technology and internet use policy is distributed and discussed with parents, students and staff to ensure internet safety.

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