

LCFF Budget Overview for Parents

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

CDS Code: 01-10017-0124172

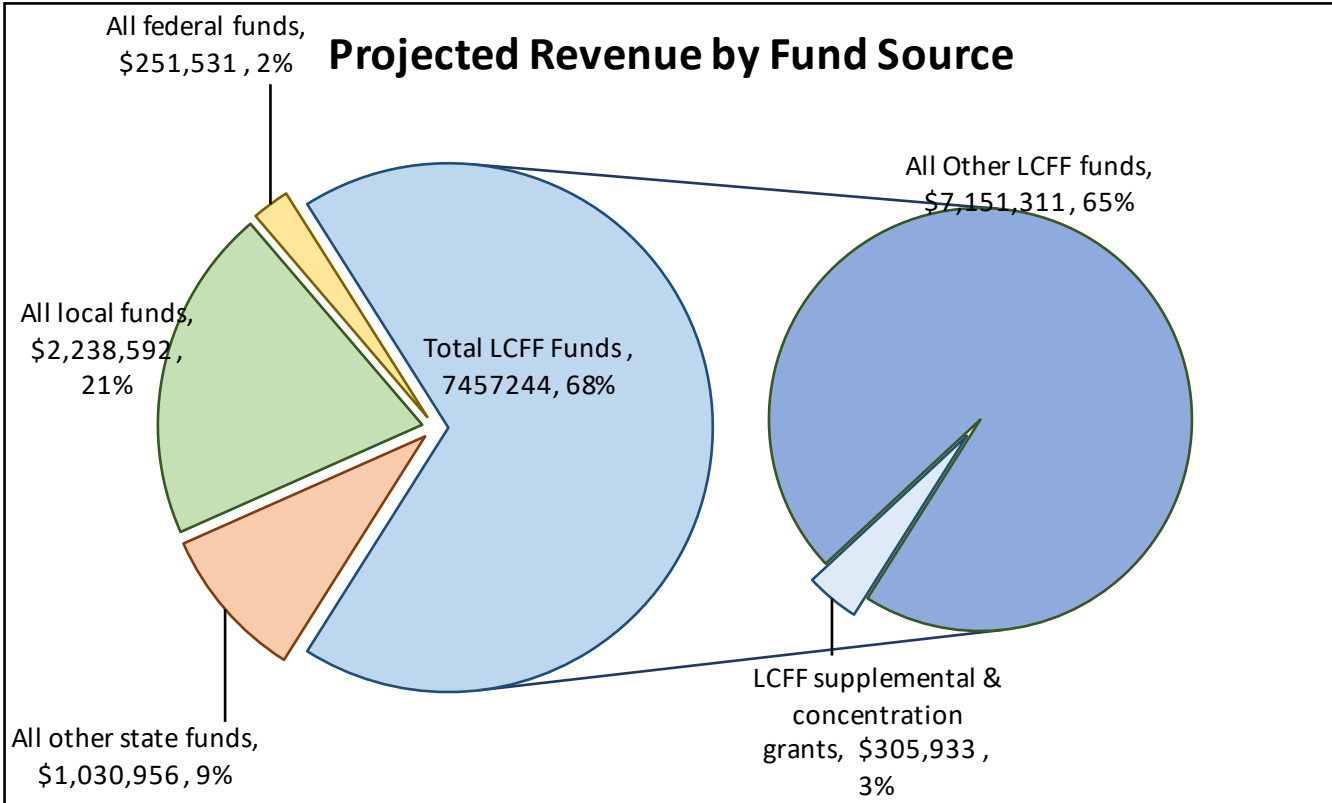
School Year: 2022 – 23

LEA contact information: Sue Park, 510-452-2063, spark@yumingschool.org

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 2022 – 23 School Year

Projected Revenue by Fund Source

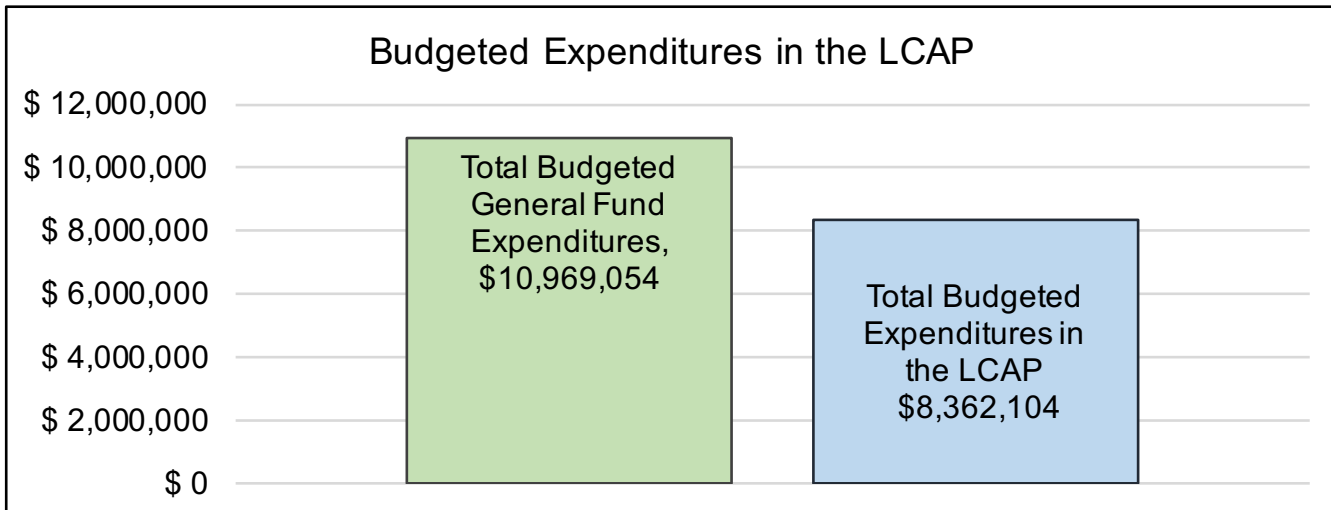


This chart shows the total general purpose revenue Yu Ming Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yu Ming Charter School is \$10,978,323.00, of which \$7,457,244.00 is Local Control Funding Formula (LCFF), \$1,030,956.00 is other state funds, \$2,238,592.00 is local funds, and \$251,531.00 is federal funds. Of the \$7,457,244.00 in LCFF Funds, \$305,933.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Yu Ming Charter School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Yu Ming Charter School plans to spend \$10,969,054.00 in the 2022 – 23 school year. Of that amount, \$8,362,104.00 is tied to actions/services in the LCAP and \$2,606,950.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

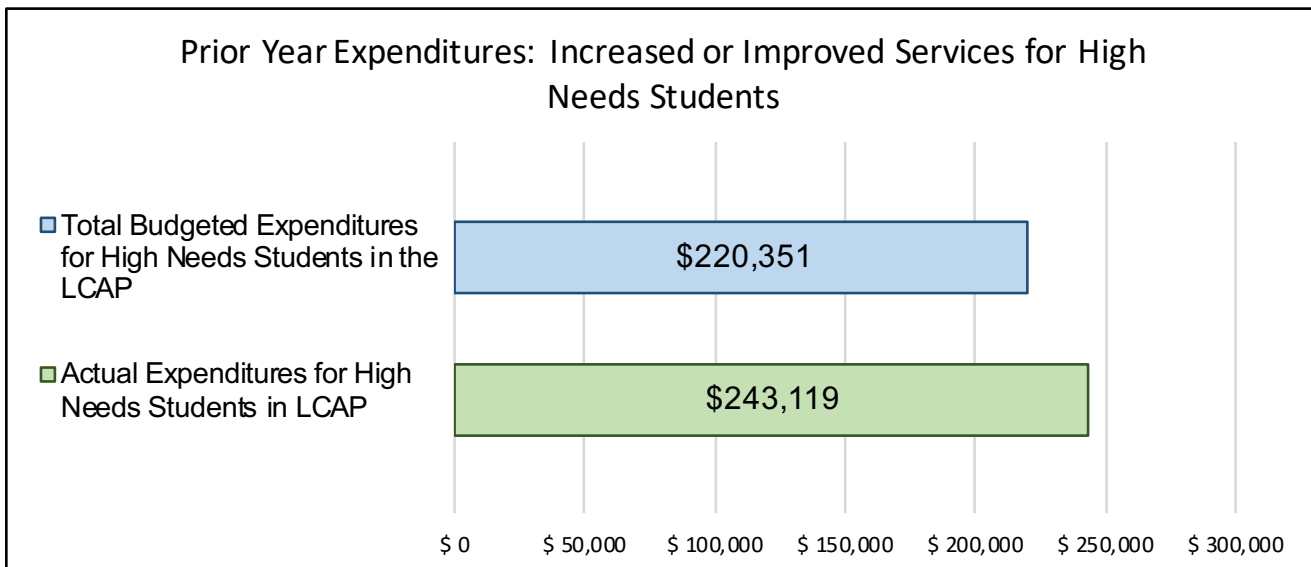
Expenses not included in the LCP may contain but are not limited to lease expenses, health and welfare benefits, facilities expense, and other general administrative expense.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Yu Ming Charter School is projecting it will receive \$305,933.00 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 \$315,376.00 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 2021 – 22



This chart compares what Yu Ming Charter School budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021 – 22, Yu Ming Charter School's LCAP budgeted \$220,351.00 for planned actions to increase or improve services for high needs students. Yu Ming Charter School actually spent \$243,119.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Meaningful consultation with educational partners has been an ongoing process for Yu Ming Charter School and integral to the decisions made in response to COVID-19, and with the annual update and development of the multiple school plans including but not limited to: Local Control & Accountability Plan (LCAP), ELO-G Plan, Return to in-person instruction School Plan, Educator Effectiveness Plan (EEF), Mega-COLA, as part of the Budget Act of 2021. The Leadership Team has engaged with educational partners during the mid-year update of the 2021-22 LCAP and this process will continue as we develop the 2022-23 LCAP.

Engagement with our educational partners has taken place in various formats: virtual meetings with families and community members, Parent Advisory Committee/FSO Council meetings (9/2/21, 9/16/21, 10/7/21, 11/5/21, 12/3/21), ELAC meetings (11/9/21, 2/15/22), and online surveys. Yu Ming Charter School communicates with families/guardians on a regular basis using various platforms including PowerSchool, and ParentSquare. Engagement with staff (including classified and certificated) has taken place and continues during bi-weekly staff meetings, and online surveys. The Administrative Leadership Team was engaged during weekly meetings. Engagement with students has taken place during assemblies, community meetings, student performances (schoolwide events), and surveys. The Head of Schools engages the governing board during board meetings on the use of funds.

Yu Ming Charter School included the Expanded Learning Opportunities Grant (ELO-G) funds in its 2021-22 LCAP. A link to the ELO-G Plan has been provided.

Yu Ming Charter School will engage its educational partners during the months of February – May 2022 on the use of the following funds that were not included in the 2021-22 LCAP as part of the ongoing engagement process – also with the development of the school’s 2022-23 LCAP:

- Universal Prekindergarten Planning & Implementation Grant Program
- Expanded Learning Opportunities Plan (ELO-P) grant funds

Yu Ming Charter School is not eligible to receive the following funds:

- A-G Improvement Grant funds
- LCFF Concentration grant add-on funds

The following plans provide details on the engagement of educational partners and were referenced in this prompt:

- ELO-G Plan: <https://www.yumingschool.org/wp-content/uploads/2022/02/YMCS-ELO-GRANT-PLAN.pdf> (pages 1-6)
- Educator Effectiveness Plan: <https://www.yumingschool.org/wp-content/uploads/2022/02/YMCS-EEF-1.pdf> (pages 1-3)
- 2021-22 LCAP: https://www.yumingschool.org/wp-content/uploads/2021/09/2019-22_YMCS_LCAP.pdf (pages 45-71)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Yu Ming Charter School is not eligible to receive additional concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Yu Ming Charter School has engaged its educational partners on the use of one-time federal funds intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students as evidenced in the school's 2021-22 LCAP; ELO-G Plan, and ESSER III Expenditure Plan, in order to make informed data-driven decisions.

Engagement with our educational partners has taken place in various formats: virtual meetings with families and community members, Parent Advisory Committee/FSO Council meetings (9/2/21, 9/16/21, 10/7/21, 11/5/21, 12/3/21), ELAC meetings (11/9/21, 2/15/22), and online surveys. Yu Ming Charter School communicates with families/guardians on a regular basis using various platforms including PowerSchool, and ParentSquare. Engagement with staff (including classified and certificated) has taken place and continues during bi-weekly staff meetings, and online surveys. The Administrative Leadership Team was engaged during weekly meetings. Engagement with students has taken place during assemblies, community meetings, student performances (schoolwide events), and surveys. The Head of Schools engages the governing board during board meetings on the use of funds.

The following plans were referenced in this prompt and provide a description on the meaningful consultation with its educational partners in addition to the programs and services that are being funded:

- ELO-G Plan: <https://www.yumingschool.org/wp-content/uploads/2022/02/YMCS-ELO-GRANT-PLAN.pdf> (pages 1-6)
- Learning Continuity & Attendance Plan: https://www.yumingschool.org/wp-content/uploads/2020/09/YMCS-LCP_SP082520.pdf (pages 1-32)
- 2021-22 LCAP: https://www.yumingschool.org/wp-content/uploads/2021/09/2019-22_YMCS_LCAP.pdf (pages 45-71)
- ESSER III Expenditure Plan: <https://www.yumingschool.org/wp-content/uploads/2021/10/YU-MING-ESSER-III-EP.docx.pdf> (pages 1-9)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Health & Safety: Yu Ming Charter School's Safe Return to In-Person Instruction and Continuity of Services Plan is updated every six months. It is the priority of Yu Ming Charter School to ensure the Health & Safety of its students, staff and educators and ensure continuity of serves as required by the American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan. The Safe Return to In-Person Instruction and Continuity of Services Plan is updated every six months.

ESSER III funds are not being used this year for Health & Safety, therefore we cannot identify success and challenges.

Continuity of Services: Yu Ming Charter School has implemented some of the actions identified in the Elementary and Secondary School Emergency Relief (ESSER III) Expenditure Plan. Specifically, hiring an Instructional Assistant to provide Tier 2 support with small group and one-on-one instruction during the instructional day in alignment with our Multi-tiered System of Supports (MTSS). In addition, ESSER III funds will also be allocated for the Assistant Principal that serves as the instructional coach for all teachers and Instructional Assistants. The focus on instructional coaching this year is on evidence based pedagogical strategies to improve the delivery of instruction, provide effective evidence-based tiered intervention strategies, and improve student academic outcomes.

Challenges: there are currently no identified challenges.

Implementation of the ESSER III Expenditure Plan: This school year Yu Ming Charter School has implemented most of the actions outlined in the ESSER III Expenditure Plan.

Successes: Yu Ming Charter School has experienced a significant decline in student enrollment, impacting the school's budget. To ensure continuity of services and support our teachers and instructional support staff, ESSER III funds are allocated to further accelerate student learning and address the impact of lost instructional time. ESSER III funds have been essential to our school's program.

Challenges: there are currently no identified challenges.

ESSER III Expenditure Plan: <https://www.yumingschool.org/wp-content/uploads/2021/10/YU-MING-ESSER-III-EP.docx.pdf> (pages 1-9)

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Yu Ming Charter School's LCAP serves as the school's comprehensive strategic planning document that incorporates the schoolwide priorities, goals, and actions to ameliorate student outcomes. As a result, all additional funds our school receives are viewed through the lens of the LCAP to determine student needs, and how to maximize fiscal resources to effectively impact and address those needs.

Yu Ming Charter School has implemented a Multi-tiered System of Support that focuses on evidence-based interventions to address the academic, social-emotional, and mental health needs of its students. The actions in the Safe Return to In-Person instruction and Continuity of Services plan align to Yu Ming Charter School's LCAP which aligns to its data-driven MTSS model.

The actions funded with ESSER III funds are also in alignment with Yu Ming Charter School's LCAP, serve to supplement LCFF Funds, and align to MTSS. With the decline in student enrollment, ESSER III funds, and one-time funds provided through the Budget Act of 2021 have been essential to maintaining and ensuring continuity of services to improve student outcomes.

Actions within the ESSER III Expenditure Plan are aligned to the Yu Ming Charter School's LCAP to address student needs and in alignment to 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.

The following plans were referenced in this prompt:

- 2021-22 LCAP: https://www.yumingschool.org/wp-content/uploads/2021/09/2019-22_YMCS_LCAP.pdf (pages 45-71)
- ESSER III Expenditure Plan: <https://www.yumingschool.org/wp-content/uploads/2021/10/YU-MING-ESSER-III-EP.docx.pdf> (pages 1-9)

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Yu-Ming Charter School is a direct-funded, Mandarin immersion public charter school with multiple sites located in Oakland serving approximately 672 students in grades K-8. Student demographics include: 48% Asian, 23% 2+ Races, 9% Hispanic, 9% White, 8% African American, 3 % Filipino, 5% are Students with Disabilities (SWD), 14% English Language Learners (ELL), 0.1% Homeless Youth (HY) and 24% Socioeconomically Disadvantaged.

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

Yu Ming Charter School has accomplished the following successes in the past year:

- **Reopening to in-person instruction** was very successful. We designed clear systems and procedures to ensure Covid safety protocols were adhered to, and testing schoolwide/staffwide took place twice a week, which significantly minimized the spread of Covid. The Covid Task Force, comprised of health experts, parents, and staff, met regularly to update Covid protocols, to ensure the safety of our community.
- **Attendance rate continued at 99.22%** despite surges in Covid rates, countywide throughout the year. A few students opted for Independent Study and were supported through weekly teacher meetings, and we designed a website dedicated to the needs of students in Independent Study, and was updated regularly to include daily class assignments. Families received automatic notifications when a student was absent, followed by a phone call and if it continued, the SART process was initiated.
- Our in-person instructional program was a well-designed, high quality, rigorous educational program.
- There was a **continued emphasis on social-emotional** skill building for K-2 students to ensure they were successful in school.
- **Spring 2021 SBAC Results:** 87% met/exceeded standards in ELA; 89.93% met/exceeded standards in Mathematics. We attribute this success to our highly effective distance learning program in 2020-21 in combination with the Coordination of Student MTSS/SS (COST), focused on identifying and addressing student needs. Instructional Coaching was consistent; and discussions between teachers and the Coach took place regularly.
- The **Student support services team** continues to support our Students with disabilities (SWD), providing them with the academic and behavioral services as outlined in their IEPs.
- With the overall declines in Covid rates countywide, we revised our volunteer policy to allow parents onsite
- We had a **high rates of parent participation** in our virtual parent engagement meetings that focused on Chinese literacy, and English literacy led by school leaders, teachers and parents.
- The **Family Engagement and Equity Specialist** continued to support under-represented families to ensure high family participation, clarification of academic resources available to support their child, and access to technology. The Family Engagement and Equity Specialist facilitated affinity groups (Black, LGBTQ+, English learners, Latinx, SWD) with the purpose of community building among families, a sense of connection and support.
- In the 2022-23 school year, Yu Ming Charter School will pair under-represented families with a new incoming family, to build a positive connection that is welcoming.

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.

Identified areas of need include:

- English Proficiency - According to local collected data for English reading fluency, a large number of Kindergarten and 1st Grade students entered in the fall 2021 with less foundational skills than they typically have had in previous years. Specific student groups (Black, ELs, Hispanic and SED) needed additional support based on our trimester 2 data. As a result, teachers devoted more time to English foundational skills instruction. This fall, we began using a new foundational skills program (Collaborative Classroom - Being a Reader) to provide targeted, systematic phonics instruction to our K-1 students. Teachers provided daily pull-out intervention for students at the lowest performance bands. The ELD teacher worked with English Learners during designated ELD to support them in their mastery of ELD standards. This summer we will offer Summer Boost (an intensive 2-week intervention program) targeting support to students who are not meeting proficiency in English and Chinese. Summer boost will set up students for increased success when they return back to school in Fall 2022.
- Collaborative Classroom: Being a Reader – newly adopted in 2021-22: provides foundational skills systematic phonics (K-1);
- SEL Skills - Students in K-2 arrived in the fall with less SEL skills than they have had in previous years. As a result, we experienced an increase rate of behavioral challenges amongst this age group. Leaders spent additional time coaching teachers on effective strategies to ensure teachers developed strong positive classroom culture and clear systems of routines and procedures. Teachers spent more time teaching social emotional skills as we began to utilize Toolbox lessons regularly. The Director of Student Support and Principal collaborated to refine and strengthen our student behavior management system.
- A new position will be added for the 2022-23 school year: Student Culture Specialist, that will provide SEL Support, coaching teachers, behavior management, in addition to the role of a “dean” – addressing student referral, and following up with families.

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 Rtl 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 2022-23 LCAP that will also serve as its School Plan for Student Achievement (SPSA) and meets the educational partner engagement requirements outlined in CA EC 64001(j) and has met the requirements per CA EC 52062(a) as it applies to charter schools.

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1) – if applicable
- 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 and Improvement (CSI).

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 and Improvement (CSI).

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 and Improvement (CSI).

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following is a summary of the engagement process Yu Ming Charter School used to involve our statutorily required educational partners in the development of the LCAP and how this engagement was considered before finalizing the LCAP. Engagement of our educational partners has been an ongoing process throughout the academic school year with the development of the multitude of school plans as outlined in the LCAP supplement.

- **Teachers** met took place on a bi-weekly basis both in-person and virtually. Discussions took place on assessment data, student behavioral issues, LCAP midyear report, use of one-time funds (AB 130/ESSER III), and LCAP development. Teachers were also surveyed.
- **Principals/ Administrators** meetings took place weekly virtually and in-person to discuss Covid protocols, survey findings, attendance, budget, use of one-time funds (AB130/ESSER III), LCAP development
- **Other School Personnel** were surveyed on LCAP goals, and actions; and were consulted during bi-weekly meetings where we discussed attendance, behavior/SEL and Covid-19 protocols. Staff were surveyed.
- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)**: met on 4/22/22 via zoom, and discussion took place on LCAP development, analysis of schoolwide needs, and we administered the Panorama parent survey.
- **Students including Unduplicated Pupils and Students with Disabilities (SWD)**: meetings took place in-person weekly (Monday afternoon) and during student leadership and discussed Covid-19 protocols, school safety, proposed school improvements. Students were also surveyed.
- **SELPA** – the Director of Student Services met virtually with the SELPA Consultant on 4/19/20, 4/20/22 and 5/5/22 as part of the consultation process and discussed LCAP goals and the action specific to Students with Disabilities; and the SPED program
- **ELAC/DELAC and EL-PAC**: meetings took place every other month via zoom and discussion took place on how are ELs performing as measured by internal assessment data, process for EL classification and reclassification, ELPAC performance levels, goal of our EL program, and the types of EL language supports provided/available.
- **Parent Advisory Committee (PAC)** including parents of UP and SWD: meetings took place monthly via zoom and discussion focused on LCAP review of goals and actions, use of one-time funds, ESSER III, academic supports, SEL supports for students, Covid-19 protocols, and planning for 2022-23 school year. Parents were surveyed.

A summary of the feedback provided by specific educational partners.

The following is a summary of the feedback provided by the following required educational partners at Yu Ming Charter School, that emerged from an analysis of the input received in the development of the 2022-23 LCAP.

- **Teachers** expressed the desire for more individualized professional development opportunities. They value coaching, and would like training to be targeted to their individual needs. Teachers have also expressed a need for additional planning time, and classroom support in the form of Instructional Assistants in order to further differentiate for students. Teachers have also expressed a need for more time citing workload as an area of growth for Yu Ming.
- **Principals/Administrators:** expressed the need to further build capacity with teachers and among leadership (leadership structure), with a focus on academic and school culture priorities; Aligned student behavior support system;
- **Other School Personnel** expressed concern with their workload but are highly satisfied with their roles at the school.
- Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD):
- **Students including Unduplicated Pupils and Students with Disabilities (SWD):** expressed they like their outdoor spaces to be more functional and welcoming, and made suggestions for playground improvements such as basketball courts, and outdoor sitting areas.
- **SELPA** - SELPA consultant shared feedback that resources should be utilized to ensure students are mainstreamed to the maximum extent possible. Resources should also be utilized to train teachers in best practices to support students with disabilities, specifically Autism as our SPED population is 45% under this qualification.
- **ELAC/DELAC and EL-PAC:** expressed their appreciation on the level of data prepared and presented to them; and would like parent workshops on how to support their child at home; and would like Instructional aides to continue to support their child during the instructional day.
- **Parent Advisory Committee (PAC) including parents of UP and SWD:** expressed they would like more data on how ELs are performing to measure success of the EL program, would like additional focus on student SEL needs; and a return to in-person parent events (onsite)

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following is a description of the aspects of the LCAP that were influenced by or developed in response to specific feedback from educational partners as described in previous prompt.

- Instructional Aides to provide targeted academic intervention in ELA and Math (including ELs): Goal 1, Action 3
- ELD supplemental instructional materials: Goal 2, Action 2
- After-school academic and social enrichment: Goal 1, Action 3
- SEL & Behavioral Supports: Student Culture Specialist, Mental Health Clinician, and Assistant Principals which will lead SEL: Goal 1, Action 6
- Supports for Students with Disabilities: Goal 1, Action 7
- Instructional Coaches for teachers – Director of Academics, Chief Academic Officer – Goal 2, Action 1

- Capacity building for administrators: Goal 2, Action 1
- Student events: Goal 3, Action 1
- Field trips: Goal 3, Action 1
- Equity & Engagement Specialist – support under-represented families; host workshops (Goal 3, Action 3)

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 the return to in-person instruction there is a need to implement universal screeners to identify areas of strength, learning gaps/needs to provide targeted tiered intervention especially among vulnerable student groups (English Learners, Low-income, foster youth, Students with Disabilities).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2020-21: 87.5% met/exceeded standard	2021-22: results pending			89%
CAASPP Math	2020-21: 89.93% met/exceeded standard	2021-22: results pending			90%
CA Science Test: Gr 5	2018-19: 88.23% 2020-21: not administered	2021-22: results pending			90%
CA Science Test: Gr 8	2018-19: 77.78% 2020-21: not administered	2021-22: results pending			79%
Attendance Rate	2019-20: 97.6%	2020-21: 99%			96%
Chronic absenteeism Rate	2018-19: 1.1%	2020-21: 0%			<2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	2019-20: 0%	2020-21: 0%			0%
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study:	2020-21: 100%	2021-22: 100%			100%
Facilities in “good” repair as measured by FIT	2020-21: Good (all sites)	2021-22: Good (all sites)			Good (all sites)

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>Yu Ming Charter School will employ a Head of School, Principal and 30 appropriately credentialed teachers in core subject (ELA, Math, Science, Social Studies, and Physical Education)</p> <p>Yu Ming Charter School will provide its students with a longer school day, and longer school year: 185 instructional days which exceeds the CA state requirement of 175 instructional days.</p> <p>All teachers will participate in 6 days of intensive Summer Professional Development, in preparation for the 2022-23 academic school year, (3 additional days for new teachers) and an additional 2 non-instructional days during the academic year for professional development to focus on data analysis.</p> <p>All teachers will also participate in weekly Professional learning and/or staff development during the academic school year.</p>	\$3,737,990	N

Action #	Title	Description	Total Funds	Contributing
2	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>As part of the MTSS process, Yu Ming Charter School will administer diagnostic assessments (universal screeners), that will be used to monitor student academic progress; identify strengths, needs to modify instruction; provide academic intervention, and to continue to challenge each student academically, in addition to benchmark, formative, trimester and end of year assessments that measure a multitude of areas, used to identify students in need of additional support.</p> <p><u>Diagnostic Assessments</u></p> <ul style="list-style-type: none"> • English Reading: mCLASS DIBELS K-5 • English Reading: STAR Reading • Math & Reading: MAP Growth Gr K-1 <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • English: Weekly Exit Tickets K-8 • Chinese: Weekly Exit Tickets K-8 • Math: Weekly Exit Tickets K-8 • English Reading: CKLA (Core Knowledge Language Arts) Unit assessments K-5 • Chinese: Better Immersion Lesson Unit Assessments Gr K-5 • Math: Illuminate Assessments Gr K-5 • Math/English/Chinese/History/Science: Summit Unit Assessments Gr 6-8 <p><u>Trimester Assessments (End of Each Trimester):</u></p> <ul style="list-style-type: none"> • Chinese Writing: Learning Headquarter writing assessment Gr K-8 • Chinese Reading – Level Chinese G1-8; Character reading Kinder • English Writing: CKLA Writing Assessment • English Reading: mCLASS DIBELS K-8 • Math & English Reading: MAP Growth Gr K-1 	\$11,000	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Math: Trimester Interim Assessments on Illuminate Gr K-5 <p><u>End of Year:</u></p> <ul style="list-style-type: none"> Chinese Listening, Speaking, Reading, Writing, STAMP 4Se: Grades 2, 5 Chinese 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 needed, Yu Ming Charter School will provide intervention and/or support services to close learning/achievement gaps and ensure students are on track towards grade level mastery:</p> <ul style="list-style-type: none"> Instructional Assistants to provide academic intervention through push-in and small group instruction. After-school BOOST: English & Chinese Summer Boost (Chinese & English) – July 2022 <p>Struggling learners will also have access to the following web-based intervention programs to support language proficiency, reading skills and vocabulary.</p> <ul style="list-style-type: none"> English: Amplify Reading, K-5 (subscription) English: Raz Plus, K-2 (subscription) English: Vocabulary A to Z, G3-5 (subscription) Chinese: Word Wall, Book Creator (K-8), Pondy (Gr. 6-8), iChinese Reader K-5 (subscription) 	\$438,400	Y

Action #	Title	Description	Total Funds	Contributing
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	<p>Yu Ming Charter School strives to provide all students and staff with a safe and clean school facility sites and adhere to all state and local county health department guidelines in the prevention of COVID.</p> <p>Annually, Yu Ming Charter School will complete the Facility Inspection Tool (FIT) report and address any issues/findings for each of the school sites. Results of the FIT will be reported on the SARC and LCAP annually.</p>	\$1,236,018	N
5	BROAD COURSE OF STUDY	<p>Yu Ming Charter School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, Physical Education) that include the following:</p> <ul style="list-style-type: none"> • For Gr K-8: VAPA, Choral & Instrumental Music • For Gr. 5: Design Lab • For Gr. 6-8: Design Lab, Journalism (Chinese), Service Learning (Chinese), Contemporary China (Chinese), Musical Instruments, Coding, Art 	\$202,108	N
6	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>In alignment with Yu Ming Charter School's MTSS: students have access to 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 curriculum, student goal setting, instructional coaching, and the early grade student agency pilot program. Students will utilize Compass SEL and may be referred for additional support through the Health Services</p>	\$329,880	N

Action #	Title	Description	Total Funds	Contributing
		<p>Coordinator and Mental Health Clinician to address mental health needs.</p> <p>The Student Culture Specialist will collaborate with the Assistant Principal and Principal to design and implement systems of behavioral supports.</p>		
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>	\$988,689	N

Goal Analysis for 2021-22

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.

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

The actions implemented were highly effective 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.

The reporting of the ELA CAASPP, Math CAASPP, and CA Science Test metric was revised to report the percentage of students that met/exceeded standards rather than distance from standard, due to the suspension of the CA School Dashboard.

The “facilities in good repair” metric from Priority 1 was moved to Goal 1 from Goal 3, because Goal 1, Action 4 references and supports this metric. Otherwise, no other changes were made.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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 ongoing instructional coaching for all teachers including observations and feedback cycles to build teacher capacity and ensure implementation of evidence-based pedagogical strategies and address the learning needs of EL and SWD.
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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	2020-21: 100%	2021-22: 100%			100%	
Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2	2020-21: Implementation		2021-22: Implementation		2023-24: Implementation	
	Academic Standards		Academic Standards		Academic Standards	
	ELA	5	ELA	5	ELA	5
	ELD	3	ELD	4	ELD	4
	Math	4	Math	4	Math	4
	NGSS	3	NGSS	4	NGSS	4
	History	4	History	4	History	4
	Health	3	Health	4	Health	4
	PE	4	PE	4	PE	5
	VAPA	5	VAPA	5	VAPA	5
	World Language	5	World Language	5	World Language	5
% Of Fully credentialed & Appropriately assigned Teachers	2020-21: 76%	2021-22: 70%			100%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of EL who made progress toward English Proficiency measured by ELPAC	2020-21: 39.22%	2021-22: results pending			40%
Reclassification Rate	2019-20: 54.8%	2020-21: 0%			35%
% EL with access to CCSS & ELD Standards	2020-21: 100%	2021-22: 100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROFESSIONAL DEVELOPMENT	<p>Yu Ming Charter School’s educators will participate in a robust evidence-based professional development starting with 6- days of Summer Professional Development, (3 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 Principal, Assistant Principal, Director of Academics and Chief Academic Officer, Director of Student Support Services.</p> <p>Areas of focus for professional development include:</p> <ul style="list-style-type: none"> • CCSS ELA & Chinese Language Arts • STAMP Advance • Lavinia Guided Reading • Lavinia Close Reading • Project-Based Learning (PBL) • Graduate Profile • Student Agency • Student led conferences • Navigator Schools Core 3 Instructional Practices 	\$358,240	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Graduate Defense • Data Cycles of Inquiry • Culturally Responsive teaching • Anti-Bias Anti Racism • Diversity, Equity and Inclusion • Compass (SEL) • Strong Start (SEL) • Student Behavior Management • Amplify CKLA (Core Knowledge Lang Arts) • Standards-based Writing • MAP Growth: English & Math • SBAC Interim & Summative • Personalized & Differentiated Instruction • Wilson Reading Program (SPED) • RBT Supervision Training (SPED) • Making Math Real (SPED) <p>To continue to produce greater results, it is critical to build capacity among our educators through robust and ongoing professional learning opportunities and consistent Instructional coaching.</p> <p>Yu Ming Charter School is deeply committed to building capacity of school leaders where they can develop the knowledge, skills and attitudes that engage and sustain effective performance.</p> <ul style="list-style-type: none"> - The incoming Principal will participate in the Relay Graduate School of Education Instructional Leadership Program; and the Navigator's Leader's training. - The Chief Academic Officer will participate in Relay Graduate School of Education: Principal Supervisor training. 		

Action #	Title	Description	Total Funds	Contributing
		<p>- The Director of Student Support Services & Director of Operations will participate in conferences and workshops aligned to their roles and responsibilities.</p> <p>To support teacher effectiveness and credential clearance, Yu Ming Charter School will reimburse teacher induction expenses.</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, increase EL proficiency of the English Language, and increase annual reclassification rates. The Instructional Assistants provide targeted academic support through small group and one-on-one instruction.</p> <p>To further support struggling ELs, they will have access to Launch to Literacy (K-2) or Link to Literacy (3-8) online standards-aligned ELD curriculum that provides teachers and students with a plethora of structured language practice resources, and a wide range of reading and writing materials, especially for ELs. Teachers will utilize new English curriculum (CKLA) designated ELD program to further support ELs in the connection to the core ELA program during dELD.</p>	\$68,376	Y
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 books • Chinese Content Literature connected to Social Science, science • Level Chinese (digital subscription) • Amplify CKLA • English Trade books K-5 	\$228,600	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> English Content Literature connected to Social Sciences Science Lab Materials STC Science Kits (Kinder) FOSS kits (G1-5) Amplify Science Curriculum (G5) Illustrative Mathematics Workbooks for G6-8 		
4	CLOSING THE DIGITAL DIVIDE	The IT Team will ensure all students have access to a technology device in order to be able to access curricular, instructional materials and assessments; provide devices for teachers, including software subscriptions, hotspots, classroom technology, and internet security (Go Guardian, Software, Zoom, etc.)	\$278,304	N

Goal Analysis for 2021-22

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.

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

The actions implemented were highly effective 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.

With the CDE's suspension of the CA School Dashboard the metric under priority 4, which referenced percentage of ELs who made progress as measured by the English Learner Progress Indicator (ELPI), was revised this year by the CDE to the "Percentage of English Learners who made progress toward English Proficiency measured by the ELPAC" Assessment. Therefore, this metric was revised to reflect CDE's recent guidance, under LCAP Goal 2.

Per CDE revised guidance, Priority 8 (Other Pupil Outcomes) applies to High Schools. With the CDE's suspension of the Fitnessgram for the past 2 years and a modified assessments in the current year, this Priority 8 metric will be eliminated on the LCAP.

The Facilities in good repair/FIT metric (Priority 1) was moved to Goal 1 since Goal 1, Action 4 aligns with this specific metric.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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
Suspension Rate	2019-20: 0%	2020-21: 0%			<1%
Expulsion Rate	2019-20: 0%	2020-21: 0%			0%
Student Survey: Student Perception of School Safety & Connectedness	2020-21: 82% Sense of safety 83% School connectedness	2021-22: % Sense of safety % School connectedness			>75%
Parent Survey: Sense of safety & school connectedness	2020-21: % Sense of safety 96% School connectedness	2021-22: % Sense of safety % School connectedness			>75%
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: % Sense of safety 87% School connectedness	2021-22: % Sense of safety % School connectedness			>75%
Parent Input in Decision-making including UP & SWD:	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5			Rating of 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
As measured by CDE's Priority 3: Self-reflection Tool	7. 5 8. 5	7. 5 8. 5			
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 5	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 5			Rating of 5

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>Ensuring a safe, welcoming and positive school climate is critical to student well-being and learning. Yu Ming Charter School will provide students with opportunities to engage in outdoor learning experiences, to further enhance the learning process, deepen student engagement and motivation, which include:</p> <ul style="list-style-type: none"> • Field Trips • Student performances • Assemblies • Implement Raptor Visitor Management System <p>Panorama SEL & TNTP surveys will be administered to assess school climate. 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</p>	\$400,000	N

Action #	Title	Description	Total Funds	Contributing
		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.		
2	PARENT INPUT IN DECISION-MAKING	<p>Parent input in decision-making including families representing Unduplicated Pupils (UP) and Students with Disabilities (SWD) will take place through the following committees:</p> <ul style="list-style-type: none"> English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) - 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 parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child's education.</p> <p>The Equity & Engagement Specialist will outreach to underrepresented/low-income families and ensure they understand how to access school resources to support the academic and social emotional needs of their child.</p> <p>Yu Ming has established Family Affinity Groups that build community and inclusion for under-represented families.</p> <p>PowerSchool Parent Portal will be provided to families where they can access their child's attendance, academic progress and</p>	\$84,500	N

Action #	Title	Description	Total Funds	Contributing
		<p>communicate with teachers/staff. Parent Square will also be utilized by staff 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 for 2021-22

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.

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

The actions implemented were highly effective 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.

The metrics pertaining to parent, staff and student survey was modified to adhere to the CDE’s requirement of measuring sense of safety and school connectedness; and the metrics for Priority 3 Parent input in decision-making; and Parent participation in programs (were revised based on the recommendation from the CDE and WestEd to use the CDE developed Local Indicator report (priority 3) to ensure transparency & reporting of this tool on the LCAP.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$305,933	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.10%	0%	\$0	4.10%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

Our school conducted a needs assessment and has implemented a multi-tiered approach to address these identified needs – academic and social-emotional, further exacerbated by the pandemic. It was critical to measure the impact the pandemic/remote learning had on our students reading and math proficiency to assess and identify student academic needs; and to provide teachers with the coaching to support student needs.

Consistent with the requirements of 5 CCR Section 15496(b), increased services that are contributing for Unduplicated Pupils; and are principally directed towards and effective in meeting the academic needs of UP and are provided on a schoolwide basis which include:

(Goal 1, Action 3): In order to address learning loss and accelerate learning, Yu Ming Charter School will provide intervention and/or support services to close learning/achievement gaps and ensure students are on track towards grade level mastery: Instructional Assistants (Goal 1, Action 3) will provide academic intervention through push-in and small group instruction prioritizing Unduplicated pupils and students performing below grade level in reading and math.

To continue to produce greater results, it is critical to build capacity among our educators through robust and ongoing professional learning opportunities and consistent Instructional coaching. The Chief Academic Officer (Goal 2, Action 1) will provide ongoing instructional coaching for teachers focusing on differentiation, Lavinia Guided Reading, with an equity lens, and strategies to support English learners to improve English language proficiency, that will impact ELPAC results, reclassification rates, and student outcomes.

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

The following LCAP Goal and Action is consistent with the requirements of 5 CCR Section 15496 and will be provided on a limited basis to English learners

- Goal 2, Action 2: Yu Ming will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss, increase EL proficiency of the English Language, and increase annual reclassification rates. The Instructional Assistants provide targeted academic support through small group and one-on-one instruction. To further support struggling ELs, they will have access to Launch to Literacy (K-2) or Link to Literacy (3-8) online standards-aligned ELD curriculum that provides teachers and students with a plethora of structured language practice resources, and a wide range of reading and writing materials, especially for ELs.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Yu Ming Charter School is not eligible to receive additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 6,168,510.82	\$ 5,508,205.72

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Admin & Educators that Support the ED Program	No	\$ 2,571,914	\$ 2,486,948
1	2	Measuring Student Progress - Assessments	Yes	\$ 40,000	\$ 40,000
1	3	Adressing Academic Needs to Accelerate Learning	No	\$ 656,576	\$ 180,796
1	3	Adressing Academic Needs to Accelerate Learning	Yes	\$ 78,000	\$ 78,000
1	4	Maintaining Safe & Clean School Facilities	No	\$ 769,377	\$ 871,308
1	5	Broad Course of Study	No	\$ 21,602	\$ 72,824
1	6	Addressing Social-Emotional & Behavioral Student Needs	No	\$ 95,483	\$ 151,728
1	7	Services to Support SWD	No	\$ 943,146	\$ 438,358
2	1	Professional Development	No	\$ 276,000	\$ 273,000
2	1	Professional Development	Yes	\$ 84,000	\$ 84,000
2	2	Strengthening EL Programs & Services	Yes	\$ 41,119	\$ 41,119
2	3	Core Curricular Program Needs	No	\$ 152,115	\$ 142,189
2	4	Closing the Digital Divide	No	\$ 73,861	\$ 295,186
3	1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	No	\$ 305,000	\$ 303,420
3	2	Parent Input in Decision-Making	No	\$ -	\$ -
3	3	Opportunities Provided to Support Parent Engagement & Participation	No	\$ 60,318	\$ 49,331

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$220,351	\$243,119	\$243,119	\$0.00 - No Difference	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Measuring Student Progress - Assessments	Yes	\$40,000	\$40,000.00	0.00%	0.00%
1	3	Adressing Academic Needs to Accelerate Learning	No	\$-	\$-	0.00%	0.00%
1	3	Adressing Academic Needs to Accelerate Learning	Yes	\$78,000	\$78,000.00	0.00%	0.00%
2	1	Professional Development	Yes	\$84,000	\$84,000.00	0.00%	0.00%
2	2	Strengthening EL Programs & Services	Yes	\$41,119	\$41,119.00	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 5,842,446	\$ 220,351	0.00%	3.77%	\$ 243,119	0.00%	4.16%	\$0.00 - No Carryover	0.00% - No Carryover

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 7,446,973	\$ 747,239	\$ -	\$ 167,892	8,362,104	\$ 6,090,032	\$ 2,272,072

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	\$ 3,628,394	\$ 71,107	\$ -	\$ 38,489	\$ 3,737,990
1	2	Measuring Student Progress - Assessments	All	\$ 11,000	\$ -	\$ -	\$ -	\$ 11,000
1	3	Addressing Academic Needs to Accelerate Learning	All	\$ 190,184	\$ 103,740	\$ -	\$ 43,726	\$ 337,650
1	3	Addressing Academic Needs to Accelerate Learning	All	\$ 100,750	\$ -	\$ -	\$ -	\$ 100,750
1	4	Maintaining Safe & Clean School Facilities	All	\$ 1,236,018	\$ -	\$ -	\$ -	\$ 1,236,018
1	5	Broad Course of Study	All	\$ 202,108	\$ -	\$ -	\$ -	\$ 202,108
1	6	Addressing Social-Emotional & Behavioral Student Needs	All	\$ 329,880	\$ -	\$ -	\$ -	\$ 329,880
1	7	Services to Support SWD	SPED	\$ 339,547	\$ 565,392	\$ -	\$ 83,750	\$ 988,689
2	1	Professional Development	All	\$ 203,063	\$ 7,000	\$ -	\$ 1,927	\$ 211,990
2	1	Professional Development	All	\$ 146,250	\$ -	\$ -	\$ -	\$ 146,250
2	2	Strengthening EL Program & Services	EL	\$ 68,376	\$ -	\$ -	\$ -	\$ 68,376
2	3	Core Curricular Program Needs	All	\$ 228,600	\$ -	\$ -	\$ -	\$ 228,600
2	4	Closing the Digital Divide	All	\$ 278,304	\$ -	\$ -	\$ -	\$ 278,304
3	1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	All	\$ 400,000	\$ -	\$ -	\$ -	\$ 400,000
3	2	Parent Input in Decision Making	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	3	Opportunities Provided to Support Parent Engagement & Participation	All	\$ 84,500	\$ -	\$ -	\$ -	\$ 84,500

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 7,457,244	\$ 305,933	4.10%	0.00%	4.10%	\$ 315,376	0.00%	4.23%	Total:	\$ 315,376
								LEA-wide Total:	\$ -
								Limited Total:	\$ 68,376
								Schoolwide Total:	\$ 247,000

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	Addressing Academic Needs to Accelerate	Yes	Schoolwide	All	Yu Ming	\$ 100,750	0.00%
2	1	Professional Development	Yes	Schoolwide	All	Yu Ming	\$ 146,250	0.00%
2	2	Strengthening EL Program & Services	Yes	Limited	English Learners	Yu Ming	\$ 68,376	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.

- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).