LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yu Ming Charter School
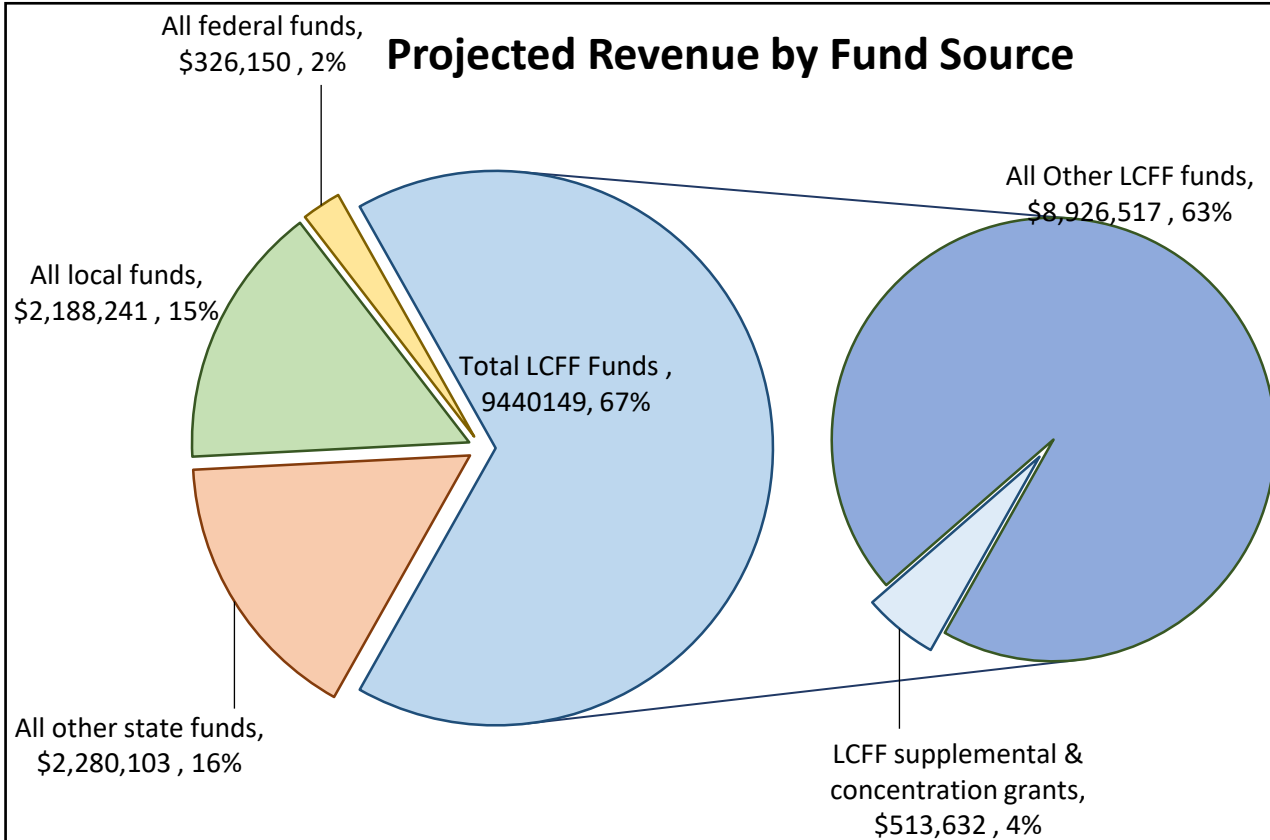
CDS Code: 01-10017-0124172

School Year: 2023-24

LEA contact information: Emily Wood

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $326,150 , 2%

All local funds, $2,188,241 , 15%

All other state funds, $2,280,103 , 16%

Total LCFF Funds , 9440149, 67%

All Other LCFF funds, $8,926,517 , 63%

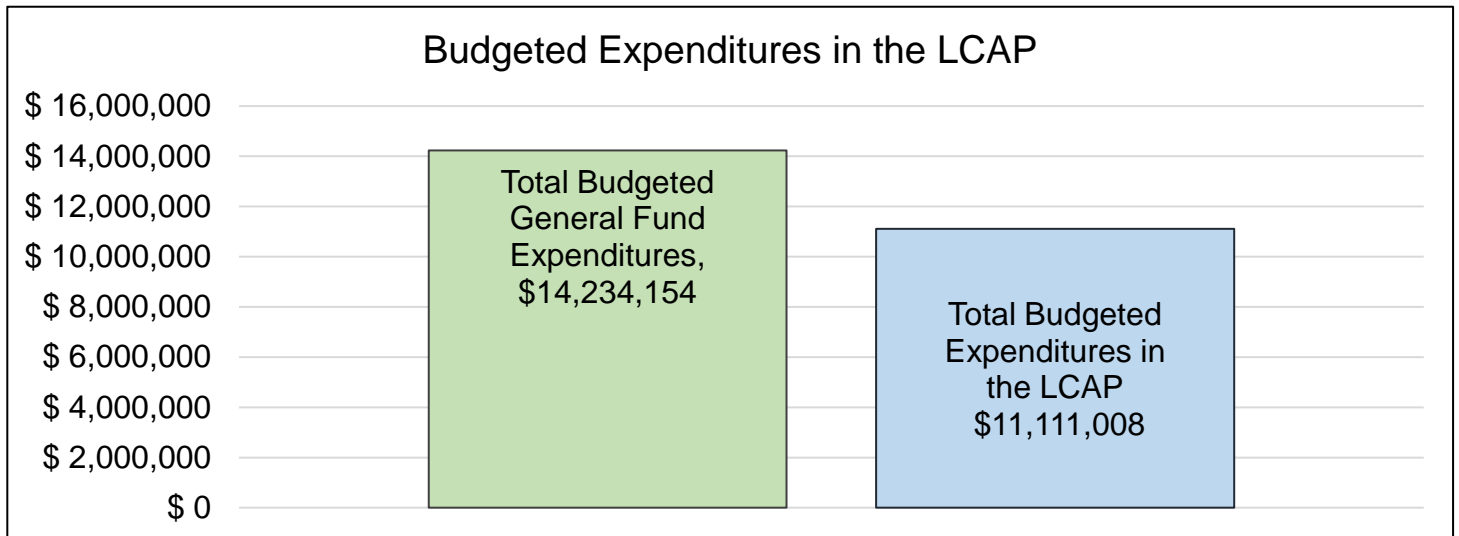LCFF supplemental & concentration grants, $513,632 , 4%

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 $14,234,643.00, of which $9,440,149.00 is Local Control Funding Formula (LCFF), $2,280,103.00 is other state funds, $2,188,241.00 is local funds, and $326,150.00 is federal funds. Of the $9,440,149.00 in LCFF Funds, $513,632.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $14,234,154

Total Budgeted Expenditures in the LCAP $11,111,008

This chart provides a quick summary of how much Yu Ming Charter School plans to spend for 2023-24. 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 $14,234,154.00 for the 2023-24 school year. Of that amount, $11,111,008.00 is tied to actions/services in the LCAP and $3,123,146.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
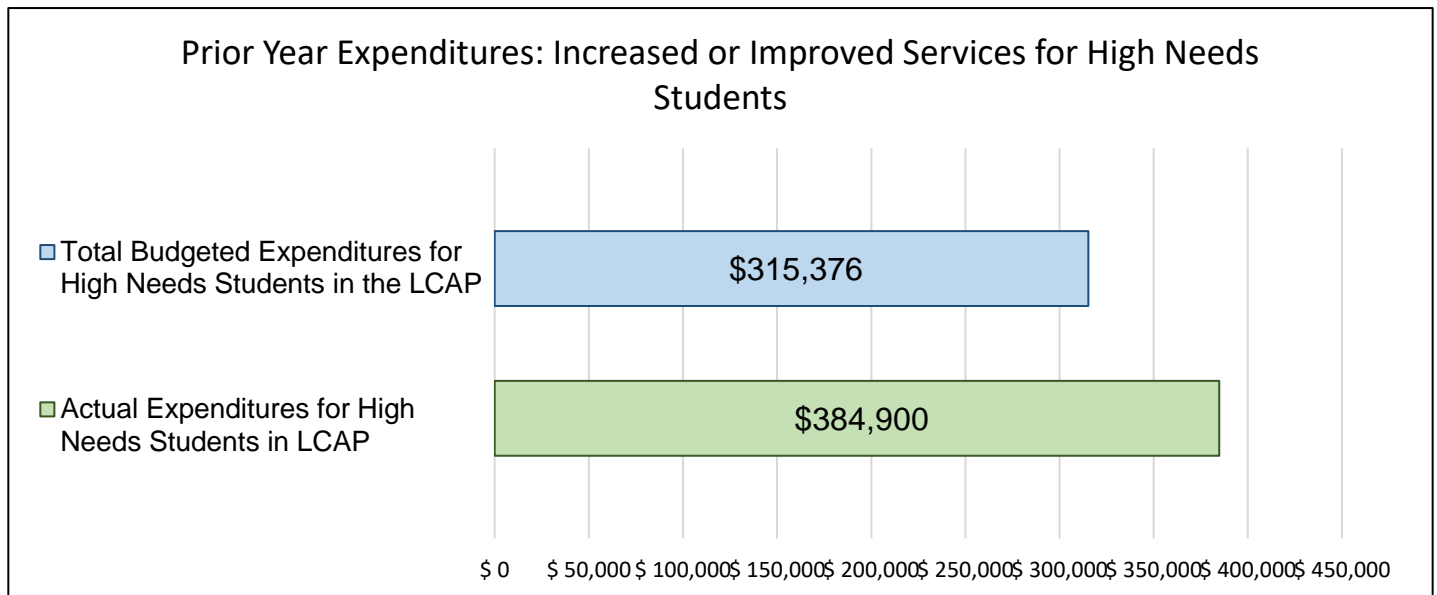
1. General administrative operating costs, such as insurance, legal, audit, communications and some supplies 2. Some facility costs such as utilities and repairs 3. Business service costs such as accounting, enrollment, and other consulting costs 4. Oversight fees paid to Alameda County Office of Education

LCFF Budget Overview for Parents

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Yu Ming Charter School is projecting it will receive $513,632.00 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 $540,795.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2022-3

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: **$315,376**
- Actual Expenditures for High Needs Students in LCAP: **$384,900**

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000 $ 400,000 $ 450,000

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 2022-3, Yu Ming Charter School's LCAP budgeted $315,376.00 for planned actions to increase or improve services for high needs students. Yu Ming Charter School actually spent $384,900.00 for actions to increase or improve services for high needs students in 2022-3.

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 2023-24

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 766 students in grades K-8. Student demographics include: 49% Asian, 23% Two or More Races, 8% African American, 8% Hispanic, 8% White, 3 % Filipino, 6% are Students with Disabilities (SWD), 18% English Language Learners (EL), 0.1% Homeless Youth (HY) and 27% Socioeconomically Disadvantaged (SED).

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.

This school year, Yu Ming Charter School was the only charter school in the state of California that was awarded the highly competitive Dual Language Immersion Grant (DLIG) by the California Department of Education (CDE). The purpose of the DLIG is to expand dual language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This grant will serve to provide our staff with professional development and coaching to further strengthen our dual language immersion program and continue to attain high academic achievement.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.
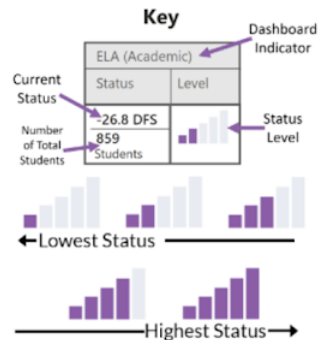
The following chart reflects Yu Ming Charter School's performance on the 2022 CA School Dashboard by indicator and student group:

Dashboard Student Group Report

Yu Ming Charter

The Fall 2022 Dashboard includes Status only; it is anticipated that Status and Change will return for the Fall 2023 Dashboard

Key

←Lowest Status ————

———Highest Status→

Lowest Status Cutoffs

Indicator	TK-12	Elementary	High School
English Learner Progress	34.9% or lower	34.9% or lower	34.9% or lower
Academic - ELA	-70.1 DFS or lower	-70.1 DFS or lower	-45.1 DFS or lower
Academic - Math	-95.1 DFS or lower	-95.1 DFS or lower	-155.1 DFS or lower
Suspension	8.1% or greater	6.1% or greater	9.1% or greater
Chronic Absenteeism (TK-8)	20.1% or greater	20.1% or greater	N/A
Graduation Rate	67.9% or lower	N/A	67.9% or lower
CCI (Not availble for 2022)	N/A	N/A	N/A

Report designed by:

San Bernardino County
Superintendent of Schools

Student Group	Pupil Achievment						School Climate		Pupil Engagement			
	ELPI		ELA (Academic)		Math (Academic)		Suspension Rate		Chronic Absenteeism		Graduation Rate	
	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level
All Students	55.3% n=47		96.8 dfs n=328		121.9 dfs n=328		0.6% n=680		0% n=674			
Student Program												
English Learner	55.3% n=47		45.3 dfs n=39		105.3 dfs n=39		1% n=100		0% n=100			
Foster Youth												
Homeless Youth							n=1		n=1			
Socioeconomically Disadvantaged			54.9 dfs n=57		86.4 dfs n=57		1.2% n=172		0% n=171			
Students with Disabilities			40.8 dfs n=18		47.3 dfs n=18		5% n=40		0% n=40			
Student Race/Ethnicity												
Black/African American			30.6 dfs n=18		57.6 dfs n=18		3.6% n=55		0% n=55			
American Indian or Alaska Native			n=2		n=2		n=4		n=4			
Asian			93.9 dfs n=161		128.2 dfs n=161		0.6% n=326		0% n=322			
Filipino			n=5		n=5		0% n=18		0% n=18			
Hispanic			97 dfs n=17		134.4 dfs n=17		0% n=59		0% n=58			
Pacific Islander			n=1		n=1		n=1		n=1			
White			100.9 dfs n=32		101.3 dfs n=32		0% n=61		0% n=61			
Multiple Races/Two or More			114.5 dfs n=92		130.4 dfs n=92		0% n=156		0% n=155			

Yu Ming Charter School recognizes its **accomplishments and successes** as identified on the 2022 CA School Dashboard:

- "High" performance level for the English Language Performance Indicator (ELPI) (55.3%)

- "Very High" performance level for the ELA Academic Indicator all students (schoolwide) and all student groups: English Learners (EL), Socioeconomically Disadvantaged (SED), Asian, White, and Multiple Races/Two or More.

-"Very High" performance level for the Math Academic Indicator for all students and all student groups: English Learners (EL), Socioeconomically Disadvantaged (SED), Asian, White, and Multiple Races/Two or More.

-"Very High" performance level for the Chronic Absenteeism Indicator for all students (0%) and all student groups (0%): English Learners (EL), Socioeconomically Disadvantaged (SED), Asian, White, and Multiple Races/Two or More.

- "Very High" performance level for the Suspension Rate Indicator for the following student groups: Hispanic (0%); White (0%); and Multiple Races/Two or More (0%)

-"High" performance level for the Suspension Rate Indicator for all students (0.6%); and for the Asian (0.6%) student group.

- "Medium" performance level for the Suspension Rate Indicator for the Socioeconomically Disadvantaged (1.2%) student group

- All Local Indicators earned a "Standards met" on the 2022 CA School Dashboard.

We attribute our success with **ELA and Math Academic indicators** on the Dashboard as a result of the following actions:

- Providing all students with an academically rigorous dual language program

- Implementing and maintain a Schoolwide Culture of High Expectations for all students

- Consistent Instructional Coaching for all teachers that includes observations, feedback cycles, modeling, and planning.

- Effective Coordination of Student/MTSS/SST (COST) Process: Yu Ming has implemented a data-driven culture, further strengthened by MTSS identifying and addressing student academic, social-emotional, behavioral and/or mental health needs.

- Small Group Instruction – Teachers differentiate instruction based on student academic skills and levels.

 -English Reading Proficiency for Grades 2-8: the majority of our students are meeting or exceeding grade level proficiency

- Data Driven Instruction (DDI): We use formative assessments, and interim assessments consistently in all content areas. We support teachers with analyzing this data and developing action plans to address learning gaps.

- Effective Professional Learning - Site leaders and academic leaders support teachers with high leverage practices for planning, analysis of data and the use of evidence-based pedagogical strategies.

- Family Engagement and Equity Specialist continues to support under-resourced families to ensure high family participation, clarification of academic resources available to support their child, ensure access to technology, to name a few. She facilitates affinity groups (Black, LGBTQ+, English learners, Latinx, SWD) to further build communities of support within the school.

- Student support services team continues to support our learners with disabilities, providing them with academic and behavioral services as outlined in IEPs

- A high percentage of English Learners are making progress toward English Language Proficiency: English teachers are knowledgeable about English learners in their classes and their levels of English proficiencies. English teachers utilize effective integrated ELD strategies to support all ELs. We provide effective Designated ELD curriculum for K-5 that is aligned to our English program: Amplify Language Studio.

Chronic Absenteeism Rates: We attribute our success to the following:

- Effective strong communication to families & students about the importance of attendance from the beginning of the year

- Automatic absence notification

- Effective Independent Study Program which supports students who are out of school for an extended period of time. This allows them to continue their learning effectively at home.

- Truancy letters and SART

Reflections: Identified Need

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

Yu Ming Charter School has identified the following areas of need for improvement based on a review of the 2022 CA School Dashboard and local data:

- "Low" performance level for the Suspension Rate Indicator for the Students with Disabilities (SWD) student group

As part of our school's annual comprehensive needs assessment which includes the collection, disaggregation, review, and analysis of multiple types of local and state data to assess and evaluate our schoolwide practices and program effectiveness; in addition to progress monitoring and program evaluation. In addition, the needs assessment is used to evaluate the use of federal, including Title Funds, federal and state one-time funds, state (LCFF funds) and their impact on student outcomes and meeting schoolwide goals. We solicited the input of our educational partners in the annual review of the 2022-23 LCAP, and again with the development of the 2023-24 LCAP. This process included feedback from our weekly Leadership team meetings, including the allocation of Title Funds which are included in our LCAP. We assessed the evidence-based practices, tiered intervention programs, and use this data to evaluate areas of strength, areas for growth, including whether programs/services were effectively implemented with fidelity to achieve our LCAP/schoolwide goals. The following are areas we identified for growth:

Suspension Rate Indicator: There were disproportionately higher suspension rates for some student groups in the 2021-22 school year (as reported on the 2022 CA School Dashboard). We attribute this to a lack of consistency among teachers with implementing schoolwide discipline policies. Students were not responsive with the supports that the school provided. Staff members also lacked the knowledge and training to manage the escalation we experienced with student behavioral challenges and effectively respond to those challenges.

However, there has been a decrease in suspension rates in the 2022-23 school year as a result of the following actions that took place this past year:

- Effective Coordination of Student/MTSS/SST (COST) process addressing and identifying student needs academic, social/emotional, behavioral needs

- New staff positions: Culture specialists – who are trained to respond appropriately to student behavioral challenges

- Staffwide professional development on supporting student behaviors

Note: SWD = Students with Disabilities; **SED** = Socioeconomically Disadvantaged

2021-22 SUSPENSION		
	Number	Rate
Schoolwide	4	0.6%
African American	2	3.6%
Asian	2	0.6%
Filipino	0	0.0%
Hispanic	0	0.0%
White	0	0.0%
Two or More Races	0	0.0%
English Learners	1	1.0%
SWD	2	5.0%
SED	2	1.2%

Attendance Rates: have steadily decreased in the past three years: 2020-21: 99%; 2021-22: 98%; 2022-23: 97.43% (preliminary). This is due in part to the strict COVID-19 policy from the state and county that schools were required to adhere to, that did not permit students experiencing any type of symptoms to attend in-person instruction. There was a change to a stricter Independent Study Program Policy that was only available to students who were ill, infected with COVID, or family emergency for three or more days. This new policy enacted by the state, did not allow students to participate in Independent Study during family travel, and these absences were not excused.

English Early Literacy Skills: In the past two years, our local data has identified that many of our youngest students are entering Yu Ming Charter School with less knowledge of basic early literacy skills. By the end of Trimester(T2) we still have a significant number of students who are "well below" and "below" benchmark. At a Mandarin immersion school, where approximately 15% of the day is devoted to English instruction, it has been a challenge to address the performance gaps with the limited instructional time that we have available designated for English instruction.

In the 2022-23 school year we adopted new foundational skills and Literacy program – Amplify CKLA. This program is aligned to the Science of Reading, with clear systematic instruction of foundational literacy skills. This structured, clear curriculum has guided our teachers to teach skills explicitly and provides them with targeted lessons for students who continue to have skill gaps.

We've implemented a new English early literacy assessment with progress monitoring: DIBELS assessment that provides teachers with clear data on where student gaps are and resources/lessons to address those gaps. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short fluency measures used to regularly monitor the development of early literacy and early reading skills. The critical skills necessary for successful beginning reading include phonemic awareness, phonics, fluency, vocabulary, and comprehension. DIBELS measures assess students on four of these five critical skills, which are often referred to as the "Big Ideas" of reading. DIBELS are a benchmark assessment administered three times per year (fall, winter, spring) with additional regular checks based on student needs. In addition, we've added a new English Digital Program: Boost Reading by Amplify. This personalized learning program targets learning sessions for each student based on their DIBELS data.

Chinese Reading Proficiency: In the last two years, we have had an increase in the number of students who are "below" or "approaching" in Chinese reading proficiency across all grades. Teachers had to spend an increased amount of time addressing skill gaps for many students, and this prevented teachers from teaching all curriculum units that were planned for the year. The pandemic significantly disrupted student learning, placing them further behind. This year, teachers needed to spend additional time teaching skills from prior grades, reducing the amount of time they had to focus on grade level content.

In addition, staffing turnover resulted in losing some of our highly experienced and effective Chinese Language Teachers. Training new teachers takes time, in order for them to develop their expertise.

To address this need, this year, teachers received effective professional development and coaching for guided reading this past school year. There is a clear format and implementation expectations for guided reading; with exemplar lesson plans and anchor charts for books at every Chinese reading level. Additionally, there are a bank of writing lessons for each genre. A writing progression was developed to support vertical alignment.

Behavioral Support: In the past two years, Yu Ming Charter School has had an increased number of students identified for behavioral supports, especially among our youngest learners. We have had more referrals in the last two years compared to pre-pandemic levels. It has been challenging for our teachers to teach when students have behavioral needs and supports are not in place or effective.

The pandemic has disrupted students from attending in-person preschools, thereby reducing social interaction that these young learners would have experienced in their early years prior to attending elementary. As a result, incoming students have significantly less social skills, and less self-regulation skills. This past year, we faced staffing challenges in filling student support roles (Teaching Assistants and Behavior intervention aides) due to staffing shortages faced in K-12 education, post-pandemic. We had to retrain staff members throughout the year because turnover was high for these roles, and the need was significant. Additionally, allocating a designated time to provide ongoing support and training to TAs and BIAs was also challenge. Therefore, we were not able to staff the school psychologist role this year and the mental health clinician role for most of the year resulting in limited Tier 2 supports for students.

Yu Ming Charter School has identified the following prioritized areas of need for the 2023-24 school year: development of Early English Literacy Skills; Chinese Reading Proficiency; and Behavioral Supports. These prioritized needs guided our discussions and are embedded in the actions for the 2023-24 LCAP.

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 Sate Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

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

Highlights for the 2023-24 LCAP include:

- Addition of a Mental Health Clinician

- Expand Self-directed Learning (SDL) blocks. This was piloted in K-2, this past year, with two goals in mind: Learning & practicing SEL skills; and setting goals, making a plan, and reflecting on mastery of goals. Our goal is to develop student agency through self-directed learning and this will be expanded to grades 3-5. Students will have the opportunity to reflect on areas of growth and make decisions about work, assignments, projects they would like to work on during SDL.

- Continue to implement targeted classroom walkthroughs, focused on specific elements of our program (Strong Start SEL, Universal Access (UA) time, SDL, Middle School Advisory), so that teachers can receive feedback and ensure alignment across classrooms, grade levels, and at each school site.

- Provide more supervision and coaching for our Small Group Instructors (SGI), especially those that start midyear. We would like to hire a Director of Teacher Development to supervise SGIs across all 3 campuses, to ensure alignment of expectations, focused Professional development, weekly coaching, and provide release time for coaching and professional development.

- Provide ongoing coaching to Behavior intervention aides; with release time for coaching and professional development, led by the on a Board Certified Behavioral Analyst (BCBA)

- Provide targeted Professional development to all staff at the beginning of the year, and throughout the year focused on supporting students with behavioral challenges.

- Culture Specialist role will be modified to include more proactive supports including teaching SEL lessons in the classroom, coaching teachers and leading various friendship/social groups for students.

- We will develop more robust Tier 2 academic intervention support for students.

- Develop clearer expectations and routines for Universal Access time, so that every student's academic needs are met.

- Utilize our Coaching Educator's Rubric and Coaching dashboard more effectively so that teachers have a clearer understanding of how they are performing at all times using the rubric, and areas of growth. Instructional coaches will review the dashboard weekly that will serve to inform practice labs and/or Friday Professional Learning.

- Develop clearer Professional Learning Arc aligned to schoolwide priorities.

- Adopt a new teacher evaluation tool aligned to the coaching framework and begin using this tool so that teachers can set goals and take ownership over their areas for growth.

Yu Ming Charter School has developed its 2023-24 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)
- 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 was not eligible for 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.

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

Yu-Ming Charter School engaged, consulted, and collaborated with the following educational partners in the development of the 2023-24 LCAP through the following methods/venues:

- **Principals, Administrative leadership team** was consulted during onsite/virtual weekly meetings on Tuesdays (August – June 2023) which included a review and analysis of LCAP goals, actions, internal assessment data, 2022 dashboard, comprehensive needs assessment and development of the 2023-24 LCAP goals and actions.

- **Teachers** were consulted during staff meetings, including YMEU (collective bargaining) and were administered an LCAP survey. Discussions took place which included a review and analysis of LCAP goals, actions, internal assessment data, 2022 dashboard, comprehensive needs assessment and development of the 2023-24 LCAP goals and actions.

- **Other School Personnel** were consulted during staff meetings and were administered an LCAP survey. Discussions took place which included a review and analysis of LCAP goals, actions, internal assessment data, 2022 dashboard, comprehensive needs assessment and development of the 2023-24 LCAP goals and actions.

- Consultation with **students** took place through a student survey. Discussions included overall LCAP Goals, actions, and progress toward them.

- **Parents** were consulted during FSO Council Meeting (May 26, 2023) Discussions took place on the annual LCAP update and development of the 2023-24 LCAP goals and actions.

- **Parent Advisory Committee (PAC)** which includes parents of Unduplicated Pupils, and parents of Students with Disabilities were consulted on 5/24/23) and discussions took place which included a review and analysis of LCAP goals, actions, internal assessment data, 2022 dashboard, comprehensive needs assessment and development of the 2023-24 LCAP goals and actions.
 The LCAP was presented to the PAC in accordance with EC 52062(a)(1)

- **ELAC/DELAC/EL-PAC** were consulted in meetings that took place on (11/22/22; 1/9/23, 2/23/23, and 5/4/23) discussions took place which included a review and analysis of LCAP goals, actions, internal assessment data, 2022 dashboard, comprehensive needs assessment and development of the 2023-24 LCAP goals and actions.

- **SELPA**: EL Dorado Charter SELPA was consulted on June 2, 2023 via email.

Yu-Ming Charter School consulted with its required educational partners and the following is feedback that was collected:

- **Feedback from Principals** and Administrative Leadership Team identified the need to further reduce the quantity of SGI as those positions were added to address COVID-related learning loss and student SEL needs. These positions were funded with one-time funds and staffing at this level is not sustainable. Reducing the SGI headcount would also allow for a potential teacher salary increase needed to remain competitive in our market.

- **Feedback from Teachers** – they requested a salary increase and to retain current level of SGI staffing. Teachers value prep time provided by staffing enrichment teachers.

- **Feedback from Other School Personnel** – requested a salary increase and benefits.

- **Feedback from Students** – requested different/better school lunch options.

- **Feedback from Parents** would like to continue with the afterschool and summer programming opportunities for their child.

- **Feedback from Parent Advisory Committee (PAC**) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities indicated strong support for SGI staff and support model. They appreciate the summer ELOP program offering and would like the school to invest in more bullying prevention.

- **Feedback from ELAC/DELAC/EL-PAC** requested parent workshops on activities parents can do at home to support their EL. They also requested an after school program more focused on academics; and to include Mandarin tutors. They also requesed more small group time and one-on-one time with students.

- **Feedback from SELPA** did not have any additional recommendations and agreed with the LCAP Action for Special Education: LCAP Goal 1, Action 7.

The engagement process included the development of this LCAP as follows:

- Goal 1, Action 3: Small Group Instructors

- Goal 1, Action 3: Afterschool, intersession, and summer programming (ELOP)

- Goal 1, Action 3: Summer BOOST Program

- Goal 1, Action 5: Elective/Enrichment teachers and programing.

- Goal 1, Action 6: Student Culture Specialists, Panorama SEL, SEL Curriculum and Mental Health Clinician

- Goal 3, Action 1: Parent workshops

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.

Continue to strengthen the COST Process (Coordination of Student MTSS/SST – by addressing and identifying student academic, social-emotional, and behavioral needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2020-21: 87.5% met/exceeded standard	2021-22: 89.7% met or exceeded standard	2022-23: results pending		89%
CAASPP Math Source: CDE	2020-21: 89.93% met/exceeded standard	2021-22: 94.54% met or exceeded standard	2022-23: results pending		90%
CA Science Test: Gr 5 Source: CDE	2018-19: 88.23% 2020-21: not administered	2021-22: 81.63% met or exceeded standard	2022-23: results pending		90%
CA Science Test: Gr 8 Source: CDE	2018-19: 77.78% 2020-21: not administered	2021-22: 80% met or exceeded standard	2022-23: results pending		79%
Attendance Rate Source: CALPADS	2019-20: 97.6%	2020-21: 99%	2021-22: 95%		96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism Rate Source: Dataquest	2018-19: 1.1%	2020-21: 0%	2021-22: 0%		<2%
Middle School Dropout Rate	2019-20: 0%	2020-21: 0%	2021-22: 0%		0%
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study: Source: Master Schedule	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%
Facilities in "good" repair as measured by FIT (source)	2020-21: Good (all sites)	2021-22: Good (all sites)	2022-23: Good (all sites)		Good (all sites)

Yu-Ming Charter School serves grades K-8: therefore, the following metrics do not apply:
- Priority 3: % of pupils who successfully completed A-G
- Priority 3: % of pupils how successfully completed CTE Courses
- Priority 3: % of Pupils who successfully completed CTE & A-G courses
- Priority 3: % of pupils who pass AP exams with a score of 3 or higher
- Priority 3: Pupils prepared for college by EAP
- Priority 5: HS Dropout Rate, HS Graduation Rate
- Priority 8: Other pupil outcomes

Actions

Action #	Title	Description	Total Funds	Contributing
1	**ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM**	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)	$5,349,887	N

		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. All teachers will participate in 6 days of intensive Summer Professional Development, in preparation for the 2023-24 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. All teachers will also participate in weekly Professional learning and/or staff development during the academic school year.			
2	**MEASURING STUDENT PROGRESS – ASSESSMENTS**	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. Diagnostic Assessments • English Reading: mCLASS DIBELS K-5 • English Reading: STAR Reading • Math & Reading: MAP Growth Gr K-1 Formative Assessments • 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	$66,000		N

Trimester Assessments (End of Each Trimester):

- 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
- Math: Trimester Interim Assessments on Illuminate Gr K-5

End of Year:

- 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

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short fluency measures used to regularly monitor the development of early literacy and early reading skills. The critical skills necessary for successful beginning reading include: phonemic awareness, phonics, fluency, vocabulary, and comprehension. DIBELS measures assess students on four of these five critical skills, which are often referred to as the "Big Ideas" of reading. DIBELS are a benchmark assessment administered three times per year (fall, winter, spring) with additional regular checks based on student needs.

| 3 | ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING | Students will receive additional support with our Small Group Instructors (SGI) to address areas for growth. Needs are identified through multiple types of assessment data and an individualized approach to meeting those needs is provided in a small group setting, through both push-in and pull-out supports. | $767,190 | Y |

		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:		
		- Small Group Instructors (SGI) will provide academic intervention through push-in and small group instruction. - After-school BOOST: English & Chinese - Summer Boost (Chinese & English) – July 2022 - Expanded learning opportunities program: afterschool, intersession, and summer programming		
		Struggling learners will also have access to the following web-based intervention programs to support language proficiency, reading skills and vocabulary.		
		- 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), Ponddy (Gr. 6-8), iChinese Reader K-5 (subscription)		
4	**MAINTAINING SAFE & CLEAN SCHOOL FACILITIES**	Yu Ming Charter School strives to provide all students and staff with a safe and clean school facility sites. 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.	$1,244,455	N
5	**BROAD COURSE OF STUDY**	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:	$210,424	N

		- 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		
6	**ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	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 and Student Culture Specialist 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. Yu Ming Charter School will implement Second Step, Strong Start SEL, and/or Compass SEL (that is grade specific); and at-risk students will be referred to the Mental Health Clinician to address mental health needs. The Student Culture Specialist role will be modified to include more proactive supports including teaching SEL lessons in the classroom, coaching teachers, and leading various friendship/social groups for students. Expand Self-directed Learning (SDL) blocks. This was piloted in K-2, in 2022-23 school year, with two goals in mind: Learning & practicing SEL skills; and setting goals, making a plan, and reflecting on mastery of goals. For 2023-24, our goal is to develop student agency through self-directed learning and this will be expanded to grades 3-5. Students will have the opportunity to reflect on areas of growth and make decisions about work, assignments, projects they would like to work on during SDL.	$487,024	Y
7	**SERVICES TO SUPPORT SWD**	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.	$1,189,673	N

		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. 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. Yu Ming will offer an Extended School Year (ESY) to address learning loss.		

Goal Analysis for 2022-23

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.

Action 1: the Number of summer professional development days was reduced to 2, per collective bargaining contract. Teachers received 2 days for classroom set-up.

Action 2: STAR Reading was added for grades 3-8, that was administered three times per year.

Action 3: Yu Ming Charter School employed additional SGI, Resident teaches and Interns to provide additional academic support to accelerate learning.

Action 4: Facility repairs.

Action 5: Additional elective and enrichment courses were added.

Action 6: Added Dean of Student Culture.

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.

All of the above actions resulted in additional significant expenses therefore a material difference between Budgeted Expenditures and Estimated Actual Expenditures

There has been significant needs to expand SEL and mental health supports to address student behavioral needs. The addition of the Dean of Student Culture assists site leadership with addressing SEL needs, reinforcing Compass SEL. Yu Ming implements evidence-based interventions and strategies in alignment with its MTSS Model.

This school year we expanded the selection of enrichment and electives offered during the school day to include Music, Digital drawing, Drama, Traditional Chinese Paining, Math Games, and Individual Goals and Performance.

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.

For the 2023-24 school year, there is a need to hire a Mental Health Clinician; and adopt a new SEL Program – Second Step, which will require professional learning staffwide. Second Step will provide explicit instruction on social skills for grades K-3. In addition there will be a reorganization of the Student Culture Specialist role to focus on providing Tier 1 and 2 supports

No changes will be made to the planned goal, metrics, and desired outcomes for the 2023-24 school year, as Yu Ming works to strengthen and expand it's MTSS Program schoolwide.

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.

Continue to provide professional learning opportunities and instructional coaching for teachers to address the diverse learning styles, and multilingualism needs of our students, improve student outcomes and close achievement gaps.

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 Source: Textbook inventory	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%
Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2 (source)	2020-21: Implementation Academic Standards ELA 5 ELD 3 Math 4 NGSS 3 History 4 Health 3 PE 4 VAPA 5 World Language 5	2021-22: Implementation Academic Standards ELA 5 ELD 4 Math 4 NGSS 4 History 4 Health 4 PE 4 VAPA 5 World Language 5	2022-23 Implementation Academic Standards ELA 5 ELD 4 Math 4 NGSS 4 History 4 Health 4 PE 4 VAPA 5 World Language 5		2023-24: Implementation Academic Standards ELA 5 ELD 4 Math 4 NGSS 4 History 4 Health 4 PE 5 VAPA 5 World Language 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	2020-21: 76%	2021-22: 70%	2022-23:		100%
% Of EL who made progress toward English Proficiency measured by ELPAC (source)	2020-21: 39.22%	2021-22: % Proficient	2022-23: results pending		40%
Reclassification Rate Source: Dataquest	2020-21: 9.9%	2021-22: 7.1%	2022-23: 8.5%		35%
% EL with access to CCSS & ELD Standards Source: Textbook inventory	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROFESSIONAL DEVELOPMENT**	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 Principals, Assistant Principal, Director of Academics, and Chief Academic Officer, and an ELA Instructional Coach (K-2). Areas of focus for professional development include:	$570,595	Y

Action #	Title	Description	Total Funds	Contributing
		- Core 3 Instructional Practices: Culture, Rigor, Data - Amplify CKLA (Core Knowledge Lang Arts) - DIBELS (English Assessment) - Summit Learning (G6-8) - CCSS ELA & Chinese Language Arts - Guided Reading - Project-Based Learning (PBL) - Graduate Profile - Student Agency - Student led conferences - Graduate Defense - Data Driven Instruction - Culturally Responsive teaching - Anti-Bias Anti Racism - Diversity, Equity and Inclusion - Gender Diversity - Compass (SEL) - Strong Start (SEL) - Second Step (SEL) - Student Behavior Management - Standards-based Writing - SBAC Interim & Summative - Personalized & Differentiated Instruction - Wilson Reading Program (SPED)		

Action #	Title	Description	Total Funds	Contributing
		• RBT Supervision Training (SPED) • Making Math Real (SPED) For the 2023-24 school year we will: • Continue to implement targeted classroom walkthroughs, focused on specific elements of our program (Strong Start SEL, Universal Access (UA) time, SDL, Middle School Advisory), so that teachers can receive feedback and ensure alignment across classrooms, grade levels, and at each school site. • Provide more supervision and coaching for our Small Group Instructors (SGI), especially those that start midyear. We would like to hire a Director of Teacher Development to supervise SGIs across all 3 campuses, to ensure alignment of expectations, focused Professional development, weekly coaching, and provide release time for professional learning. Professional development for SGIs will focus on instructional practices, behavior management strategies, and supporting diverse learners. • Provide ongoing coaching to Behavior intervention aides; with release time for coaching and professional development, led by the on a Board Certified Behavioral Analyst (BCBA). • Provide targeted Professional development to all staff at the beginning of the year, and throughout the year focused on supporting students with behavioral challenges. • Utilize our Coaching Educator's Rubric and Coaching dashboard more effectively so that teachers have a clearer understanding of how they are performing at all times using the rubric, and areas of growth. Instructional coaches will review the dashboard weekly that will serve to inform practice labs and/or Friday Professional Learning. • Develop clearer Professional Learning Arc aligned to schoolwide priorities.		

Action #	Title	Description	Total Funds	Contributing
		• Adopt a new teacher evaluation tool aligned to the coaching framework and begin using this tool so that teachers can set goals and take ownership over their areas for growth. Yu Ming will continue to build capacity among its leadership team. New Principal, Assistant Principal will participate in the Relay Graduate School of Education Instructional Leadership Program. Additionally, they will participate in Navigator Leader's Training, along with the Director of Teacher Development and our cadre of teacher coaches. Chief Academic Officer, Director of Academics, Director of Student Support Services, Director of Operations will participate in conferences and workshops aligned to their responsibilities. To support teacher effectiveness and credential clearance, Yu Ming Charter School will reimburse teacher induction expenses.		
2	**STRENGTHENING EL PROGRAM & SERVICES**	Yu Ming will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, strengthen foundational skills, increase EL proficiency of the English Language, and increase annual reclassification rates. Small Group Instructors (SGI) (identified in Goal 1, Action 3) will provide targeted academic support through small group and one-on-one instruction. To further support English Learners, teachers will utilize Launch to Literacy (K-2) or Link to Literacy (3-8) online standards-aligned ELD curriculum, that structured language practice resources, and a wide range of reading and writing materials, in addition to Amplify Language Studio curriculum. To further strengthen the delivery and qualify of designated ELD, a ELD teacher will be employed. Teachers will participate in professional development on both designated and integrated ELD; Amplify Language Studio (new adoption), understanding ELPAC assessments and achievement levels, including evidence-based strategies to support English Learners.	$39,445	Y

Action #	Title	Description	Total Funds	Contributing
3	**CORE CURRICULAR PROGRAM NEEDS**	The following standards aligned curriculum and consumables will be purchased: • Better Immersion curriculum • Chinese leveled books • Chinese Content Literature connected to Social Science, science • Level Chinese (digital subscription) • Amplify CKLA • English decodable books • Science Lab Materials • STC Science Kits (Kinder) • FOSS kits (G2,G4) • Amplify Science Curriculum (G5) • Illustrative Mathematics Workbooks for G6-8 Yu Ming Charter School will ensure that all students have access to standards aligned curricular and instructional materials.	$75,347	N
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, classroom technology, and cybersecurity software. Additional purchases will be made as identified the annual needs assessment.	$271,513	N

Goal Analysis for 2022-23

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.

> Action 2: an ELD teacher was added to strengthen the delivery of designated ELD and address the language needs of our ELs.
>
> Action 3: There was a need to purchase additional curriculum

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 material differences between Budgeted Expenditures and Estimated Actual Expenditures as a result of Actions 2 and 3.

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

> To further close achievement gaps, address learning loss and address the diverse learning need of our students, it's critical to provide ongoing coaching, observations, feedback cycles with fidelity to ensure student learning needs are being met; and to provide teachers with the support they need to build capacity.

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.

> Incoming students at the lower grades lack foundational skills. An ELA Instructional Coach (K-2) will be added to provide additional coaching to support teachers with evidence-based strategies on the Science of Reading to strengthen foundational skills especially among EL, SED, SWD and dually identified EL/SWD, and accelerate learning for all students.

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.

Engaging families/parents is essential in order to successfully educate "the whole child." Our school will continue to strengthen communication and collaboration with families to improve student engagement and provide a welcoming and inclusive learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	**2021-22 SUSPENSION** |	Number	Rate
---	---	---
Schoolwide	4	0.6%
African American	2	3.6%
Asian	2	0.6%
Filipino	0	0.0%
Hispanic	0	0.0%
White	0	0.0%
Two or More Races	0	0.0%
English Learners	1	1.0%
SWD	2	5.0%
SED	2	1.2%			<1%
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2022-23: 0%		0%
Student Survey: Student Perception of School Safety & Connectedness Source: Panorama	2020-21: 82% Sense of safety 83% School connectedness	2021-22: 62% Sense of safety 75% School connectedness	2022-23: Sense of Safety 62% Elementary 57% Middle School connectedness 69% Elementary 65% Middle		>75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey: Sense of safety & school connectedness Source: Panorama	2020-21: % Sense of safety 96% School connectedness	2021-22: 80% Sense of safety 95% School connectedness	2022-23: 84% Sense of safety 96% School connectedness		>75%
Teacher/staff Survey: Sense of safety & school connectedness Source: TNTP	2020-21: % Sense of safety 87% School connectedness	2021-22: 79% Sense of safety NR% School connectedness	2022-23: 88% Sense of safety 96% School connectedness		>75%
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 5 8. 5	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 5 8. 5	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 5 8. 5		Rating of 5
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	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	2022-23: 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**	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	$734,303	N

Action #	Title	Description	Total Funds	Contributing
	ENGAGEMENT & SAFE LEARNING ENVIRONMENT	further enhance the learning process, deepen student engagement and motivation, which include: • Field Trips • Student performances • Assemblies • Implement Raptor Visitor Management System 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 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. The School Safety Plan will be updated, emergency drills will take place, in addition to student vision and hearing testing.		
2	**PARENT INPUT IN DECISION-MAKING**	Parent input in decision-making including families representing Unduplicated Pupils (UP) and Students with Disabilities (SWD) will take place through the following committees: • 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/Family Affinity Groups • Parent representatives serving on the governing board.	$7,000	N

Action #	Title	Description	Total Funds	Contributing
3	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION**	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. The Family Engagement and Equity Specialist continues to support under-represented/low-income families to ensure high family participation, clarification of academic resources available to support their child, ensure access to technology, to name a few. She facilitates affinity groups (Black, LGBTQ+, English learners, Latinx, SWD) to further build communities of support within the school. Yu Ming has established Family Affinity Groups that build community and inclusion for under-represented families. PowerSchool Parent Portal will be provided to families where they can access their child's attendance, academic progress and communicate with teachers/staff. Parent Square will also be utilized by staff to communicate with families. All correspondence sent to families/guardians will be provided in English and translated to Spanish and Mandarin, as identified by our (primary) language survey and the "15% and above translation needs."	$98,152	N

Goal Analysis for 2022-23

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.

No substantive differences.

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.

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.

Yu Ming Charter School's strengths in building partnerships with families through ongoing communication (email, text, correspondence, phone calls, newsletter).

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.

There are no planned changes to the goal, metrics, desired outcomes, or actions.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$513,632	$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
5.75%	0%	$0	5.75%

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.

Yu Ming Charter School has implemented a multi-tiered system of supports which continues to effectively address academic, social-emotional, behavioral and mental health needs of our students resulting and/or exacerbated by the pandemic.

Yu Ming Charter School conducted a comprehensive needs assessment using multiple forms of data including internal assessments, 2022 CA Schools Dashboard performance, LCAP metrics, as part of the development of the 2023-24 LCAP Planning. After assessing the needs, conditions, and circumstances of our Unduplicated Pupils, we observed higher rates of chronic absenteeism impacting their learning. The following LCAP Goals and Actions will be provided on a "schoolwide" basis, to maximize their efficiency, effectiveness and streamline implementation so that targeted support can be provided to the identified Unduplicated Pupils, while allowing other students to benefit as needed. We expect that by providing these actions/services to meet the unique needs of our Unduplicated Pupils (English learners, foster youth, and/or low-income students), Yu Ming Charter School will achieve the anticipated outcomes to meet each identified student group's stated need(s).

- Goal 1, Action 3: Students will receive additional support with our **Small Group Instructors (SGI)** to address areas for growth. Needs are identified through multiple types of assessment data and an individualized approach to meeting those needs is provided in a small group setting, through both push-in and pull-out supports.

- Goal 1, Action 6: The Assistant Principal and **Student Culture Specialist** 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. Yu Ming Charter

School will implement Second Step, Strong Start SEL, and/or Compass SEL (that is grade specific); and at-risk students will be referred to the Mental Health Clinician to address mental health needs. The **Student Culture Specialist** will collaborate with the Assistant Principal and Principal to design and implement systems of behavioral supports.

- Goal 2, Action 1: An **ELA Instructional Coach** (K-2) will be added to provide additional coaching to support teachers with evidence-based strategies on the Science of Reading to strengthen foundational skills especially among EL, SED, SWD and dually identified EL/SWD, and accelerate learning for all students.

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, strengthen foundational skills, increase EL proficiency of the English Language, and increase annual reclassification rates. Small Group Instructors (SGI) (identified in Goal 1, Action 3) will provide targeted academic support through small group and one-on-one instruction.

To further support English Learners, teachers will utilize Launch to Literacy (K-2) or Link to Literacy (3-8) online standards-aligned ELD curriculum, that structured language practice resources, and a wide range of reading and writing materials, in addition to Amplify Language Studio curriculum. To further strengthen the delivery and quality of designated ELD, a designated **ELD teacher** will be employed. Teachers will participate in professional development on both designated and integrated ELD; Amplify Language Studio (new adoption), understanding ELPAC assessments and achievement levels, including evidence-based strategies to support English Learners.

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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 8,436,860	$ 2,416,237	$ -	$ 257,911	11,111,008	$ 8,847,473	$ 2,263,535

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	$ 5,339,517	$ 10,370	$ -	$ -	$ 5,349,887
1	2	Measuring Student Progress-Assessments	ALL	$ 15,552	$ 50,448	$ -	$ -	$ 66,000
1	3	Addressing Academic Needs to Accelerate Learning	ALL	$ 156,672	$ 411,030	$ -	$ -	$ 567,702
1	3	Addressing Academic Needs to Accelerate Learning	Unduplicated	$ 199,488	$ -	$ -	$ -	$ 199,488
1	4	Maintaining Safe & Clean School Facilities	ALL	$ 427,895	$ 816,560	$ -	$ -	$ 1,244,455
1	5	Broad Course of Study	ALL	$ 210,424	$ -	$ -	$ -	$ 210,424
1	6	Addressing Social-Emotional & Behavioral Student Needs	ALL	$ 246,797	$ -	$ -	$ 72,795	$ 319,592
1	6	Addressing Social-Emotional & Behavioral Student Needs	Unduplicated	$ 167,432	$ -	$ -	$ -	$ 167,432
1	7	Services to Support SWD	Special Education	$ 248,447	$ 896,716	$ -	$ 44,510	$ 1,189,673
2	1	Professional Development	ALL	$ 331,665	$ 104,500	$ -	$ -	$ 436,165
2	1	Professional Development	Unduplicated	$ 134,430	$ -	$ -	$ -	$ 134,430
2	2	Strengthening EL Programs & Services	English Learners	$ 39,445	$ -	$ -	$ -	$ 39,445
2	3	Core Curricular Program Needs	ALL	$ 75,347	$ -	$ -	$ -	$ 75,347
2	4	Closing the Digital Divide	ALL	$ 271,513	$ -	$ -	$ -	$ 271,513
3	1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	ALL	$ 467,084	$ 126,613	$ -	$ 140,606	$ 734,303
3	2	Parent Input in Decision Making	ALL	$ 7,000	$ -	$ -	$ -	$ 7,000
3	3	Opportunities Provided to Support Parent Engagement & Participation	ALL	$ 98,152	$ -	$ -	$ -	$ 98,152

2023-24 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
$ 8,926,517	$ 513,632	5.75%	0.00%	5.75%	$ 540,795	0.00%	6.06%	**Total:**	$ 540,795
								LEA-wide Total:	$ -
								Limited Total:	$ 39,445
								Schoolwide Total:	$ 501,350

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	YMCS	$ 199,488	0.00%
1	6	Addressing Social-Emotional & Behavioral	Yes	Schoolwide	All	YMCS	$ 167,432	0.00%
2	1	Professional Development	Yes	Schoolwide	All	YMCS	$ 134,430	0.00%
2	2	Strengthening EL Programs & Services	Yes	Limited	English Learners	YMCS	$ 39,445	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 8,362,104.35	$ 9,650,381.00

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	$ 3,737,990	$ 3,693,343
1	2	Measuring Student Progress - Assessments	No	$ 11,000	$ 41,000
1	3	Addressing Academic Needs to Accelerate Learning	No	$ 337,650	$ 854,091
1	3	Addressing Academic Needs to Accelerate Learning	Yes	$ 100,750	$ 179,975
1	4	Maintaining Safe & Clean School Facilities	No	$ 1,236,018	$ 1,479,334
1	5	Broad Course of Study	No	$ 202,108	$ 303,874
1	6	Addressing Social-Emotional & Behavioral Student Needs	No	$ 329,880	$ 475,763
1	7	Services to Support SWD	No	$ 988,689	$ 1,155,823
2	1	Professional Development	No	$ 211,990	$ 319,936
2	1	Professional Development	Yes	$ 146,250	$ 84,304
2	2	Strengthening EL Program & Services	Yes	$ 68,376	$ 120,586
2	3	Core Curricular Program Needs	No	$ 228,600	$ 148,350
2	4	Closing the Digital Divide	No	$ 278,304	$ 403,282
3	1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	No	$ 400,000	$ 291,500
3	2	Parent Input in Decision Making	No	$ -	$ -
3	3	Opportunities Provided to Support Parent Engagement & Participation	No	$ 84,500	$ 99,220

2022-23 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)
$ 384,865	$ 315,376	$ 384,865	$ (69,489)	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	3	Addressing Academic Needs to Accelerate Learning	Yes	$ 100,750	$ 179,975.00	0.00%	0.00%
2	1	Professional Development	Yes	$ 146,250	$ 84,304.00	0.00%	0.00%
2	2	Strengthening EL Program & Services	Yes	$ 68,376	$ 120,586.00	0.00%	0.00%

2022-23 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)
$ 7,344,751	$ 384,865	0.00%	5.24%	$ 384,865	0.00%	5.24%	$0.00 - No Carryover	0.00% - No Carryover

Instructions

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.

Local Control and Accountability Plan Instructions

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:

Local Control and Accountability Plan Instructions

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

Local Control and Accountability Plan Instructions

- 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.

Local Control and Accountability Plan Instructions

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.

Local Control and Accountability Plan Instructions

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.

Local Control and Accountability Plan Instructions

- 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.

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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.

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- **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.

  o 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)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o 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)

    o 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

    o 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)

    o 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

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- o 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)

  - o 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 (%)

  - o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - o 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)

  - o 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 %)

  - o 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)

  - o 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)

  - o 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)

    o 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).

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