

Yu Ming Charter School

2023-24 LCAP Mid-year Update – Outcome Data

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																				
CAASPP ELA Source: CDE	2019-20: not administered	2020-21: 87.5% met or exceeded standard	2021-22: 89.7% met or exceeded standard	2022-23: 88.45% met or exceeded standard	89%																																				
CAASPP Math Source: CDE	2019-20: not administered	2020-21: 89.93% met or exceeded standard	2021-22: 94.54% met or exceeded standard	2022-23: 91.55% met or exceeded standard	90%																																				
CA Science Test: Gr 5 Source: CDE	2019-20: not administered	2020-21: not administered	2021-22: 81.63% met or exceeded standard	2022-23: 73.61% met or exceeded standard	90%																																				
CA Science Test: Gr 8 Source: CDE	2019-20: not administered	2020-21: not administered	2021-22: 80% met or exceeded standard	2022-23: 65.85% met or exceeded standard	79%																																				
Attendance Rate Source: CALPADS	2019-20: 97.6%	2020-21: 99%	2021-22: 95%	2022-23: 97.06%	96%																																				
Chronic absenteeism Rate Source: Dataquest	2018-19: 1.1%	2020-21: 0%	2021-22: 0%	<table border="1"> <thead> <tr> <th colspan="3">2022-23 CHRONIC ABSENTEEISM</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>9</td> <td>1.2%</td> </tr> <tr> <td>African American</td> <td>5</td> <td>7.9%</td> </tr> <tr> <td>Asian</td> <td>2</td> <td>0.5%</td> </tr> <tr> <td>Filipino</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Hispanic</td> <td>1</td> <td>1.6%</td> </tr> <tr> <td>White</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Two or More Races</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>English Learners</td> <td>2</td> <td>1.5%</td> </tr> <tr> <td>SWD</td> <td>1</td> <td>1.6%</td> </tr> <tr> <td>SED</td> <td>7</td> <td>3.2%</td> </tr> </tbody> </table>	2022-23 CHRONIC ABSENTEEISM				Number	Rate	Schoolwide	9	1.2%	African American	5	7.9%	Asian	2	0.5%	Filipino	0	0.0%	Hispanic	1	1.6%	White	0	0.0%	Two or More Races	0	0.0%	English Learners	2	1.5%	SWD	1	1.6%	SED	7	3.2%	<2%
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Middle School Dropout Rate	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%																																				

<p>% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study: Source: Master Schedule</p>	<p>2020-21: 100%</p>	<p>2021-22: 100%</p>	<p>2022-23: 100%</p>	<p>2023-24: 100%</p>	<p>100%</p>																																																																																
<p>Facilities in “good” repair as measured by FIT (source)</p>	<p>2020-21: Good (all sites)</p>	<p>2021-22: Good (all sites)</p>	<p>2022-23: Good (all sites)</p>	<p>2023-24: Exemplary (all sites)</p>	<p>Good (all sites)</p>																																																																																
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<p>Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2 (source)</p>	<table border="1"> <thead> <tr> <th colspan="2">2020-21: Implementation Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>3</td></tr> <tr><td>Math</td><td>4</td></tr> <tr><td>NGSS</td><td>3</td></tr> <tr><td>History</td><td>4</td></tr> <tr><td>Health</td><td>3</td></tr> <tr><td>PE</td><td>4</td></tr> <tr><td>VAPA</td><td>5</td></tr> <tr><td>World Language</td><td>5</td></tr> </tbody> </table>	2020-21: Implementation Academic Standards		ELA	5	ELD	3	Math	4	NGSS	3	History	4	Health	3	PE	4	VAPA	5	World Language	5	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Implementation Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>4</td></tr> <tr><td>Math</td><td>4</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>History</td><td>4</td></tr> <tr><td>Health</td><td>4</td></tr> <tr><td>PE</td><td>4</td></tr> <tr><td>VAPA</td><td>5</td></tr> <tr><td>World Language</td><td>5</td></tr> </tbody> </table>	2021-22: Implementation Academic Standards		ELA	5	ELD	4	Math	4	NGSS	4	History	4	Health	4	PE	4	VAPA	5	World Language	5	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Implementation Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>4</td></tr> <tr><td>Math</td><td>4</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>History</td><td>4</td></tr> <tr><td>Health</td><td>4</td></tr> <tr><td>PE</td><td>4</td></tr> <tr><td>VAPA</td><td>5</td></tr> <tr><td>World Language</td><td>5</td></tr> </tbody> </table>	2022-23 Implementation Academic Standards		ELA	5	ELD	4	Math	4	NGSS	4	History	4	Health	4	PE	4	VAPA	5	World Language	5	<p>2023-24: In Progress</p>	<table border="1"> <thead> <tr> <th colspan="2">2023-24: Implementation Academic Standards</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>4</td></tr> <tr><td>Math</td><td>4</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>History</td><td>4</td></tr> <tr><td>Health</td><td>4</td></tr> <tr><td>PE</td><td>5</td></tr> <tr><td>VAPA</td><td>5</td></tr> <tr><td>World Language</td><td>5</td></tr> </tbody> </table>	2023-24: Implementation Academic Standards		ELA	5	ELD	4	Math	4	NGSS	4	History	4	Health	4	PE	5	VAPA	5	World Language	5
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<p>% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS</p>	<p>2020-21: 76%</p>	<p>2021-22: 70%</p>	<p>2022-23: 67%</p>	<p>2023-24: In Progress</p>	<p>100%</p>																																																																																

% Of EL who made progress toward English Proficiency measured by ELPAC (source)	2018-19: 26.92% Proficient	2020-21: 39.22% Proficient	2021-22: 28.42% Proficient	2022-23: 38.06% Proficient	40%																																																																								
Reclassification Rate Source: Dataquest	2020-21: 9.9%	2021-22: 7.1%	2022-23: 32.7%	2023-24: In Progress	35%																																																																								
% EL with access to CCSS & ELD Standards Source: Textbook inventory	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%																																																																								
Suspension Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	<table border="1"> <thead> <tr> <th colspan="3">2021-22 SUSPENSION</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>4</td> <td>0.6%</td> </tr> <tr> <td>African American</td> <td>2</td> <td>3.6%</td> </tr> <tr> <td>Asian</td> <td>2</td> <td>0.6%</td> </tr> <tr> <td>Filipino</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Hispanic</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>White</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Two or More Races</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>English Learners</td> <td>1</td> <td>1.0%</td> </tr> <tr> <td>SED</td> <td>2</td> <td>1.5%</td> </tr> <tr> <td>SWD</td> <td>2</td> <td>5.0%</td> </tr> </tbody> </table>	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%	SED	2	1.5%	SWD	2	5.0%	<table border="1"> <thead> <tr> <th colspan="3">2022-23 SUSPENSION</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>3</td> <td>0.4%</td> </tr> <tr> <td>African American</td> <td>1</td> <td>1.6%</td> </tr> <tr> <td>Asian</td> <td>1</td> <td>0.3%</td> </tr> <tr> <td>Filipino</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Hispanic</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>White</td> <td>1</td> <td>1.7%</td> </tr> <tr> <td>Two or More Races</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>English Learners</td> <td>1</td> <td>0.7%</td> </tr> <tr> <td>SED</td> <td>2</td> <td>90.0%</td> </tr> <tr> <td>SWD</td> <td>1</td> <td>1.6%</td> </tr> </tbody> </table>	2022-23 SUSPENSION				Number	Rate	Schoolwide	3	0.4%	African American	1	1.6%	Asian	1	0.3%	Filipino	0	0.0%	Hispanic	0	0.0%	White	1	1.7%	Two or More Races	0	0.0%	English Learners	1	0.7%	SED	2	90.0%	SWD	1	1.6%	<1%
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Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 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	<u>2022-23: Sense of Safety</u> 62% Elementary 57% Middle <u>School connectedness</u> 69% Elementary 65% Middle	2023-24: In Progress	>75%																																																																								

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	2023-24: In Progress	>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	2023-24: In Progress	>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	2023-24: In Progress	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	2023-24: In Progress	Rating of 5

1	Goal Description	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/SS (MTSS) to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources; and develop clear policies and protocols that support the school's mission and goals.	State Priority Addressed	
	Goal Explanation	There is a need to continue to strengthen our programs in alignment with the CA MTSS Framework to identify our student's barriers to learning, through the implementation of academic and SEL universal screeners, and analysis of this data.	<input checked="" type="checkbox"/> 1. Basic Services <input type="checkbox"/> 2. Implementation of State Standards <input type="checkbox"/> 3. Parent Involvement <input checked="" type="checkbox"/> 4. Student Achievement <input checked="" type="checkbox"/> 5. Student Engagement <input type="checkbox"/> 6. School Climate <input type="checkbox"/> 7. Course Access <input checked="" type="checkbox"/> 8. Student Outcomes	Expenditure Mid-year Update
			<input type="checkbox"/>	First Interim
			<input checked="" type="checkbox"/>	December 31, 2023
			<input type="checkbox"/>	Second Interim
			<input checked="" type="checkbox"/>	Other

#	Action Title	Action Description	Implementation Level	Overall Implementation Action & Substantive Difference	Total Funds Budgeted	Mid-year Expenditures	Contributing
1	Admin. & Educators that support the Educational 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) 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.	<input checked="" type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	Yu Ming Charter School currently employs a CEO (new position and title change from head of School), Principal and classroom teachers. Despite numerous teacher recruitment efforts we started the school year with three vacancies at the middle school, and we were able to fill them by October 2023. We also hired substitute teachers to maintain continuity of instruction throughout the school year, and fill in during teacher absences. Our educational program includes 185 instructional days, that exceeds the CA requirement of 175 instructional days for charter schools. Our teachers have participated in 6 days of summer professional development. We're on track to provide two non-instructional days for PD; and teachers participate in Professional Learning Communities (PLC) weekly; and targeted professional learning bi-weekly (every other week).	\$5,349,887.00	Meeting expectations	<input type="checkbox"/>
		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 <ul style="list-style-type: none"> English Reading: mCLASS DIBELS K-5 English Reading: STAR Reading Math & Reading: MAP Growth Gr K-1 Formative Assessments	<input type="checkbox"/> Fully Implemented <input checked="" type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	Yu Ming Charter School has partially implemented the assessments outlined in this action because the school year has not yet ended. However, we have implemented the assessments outlined in this action and are on pace towards completion. Our teacher administer formative assessments to check for student understanding and guide instruction; and intervention if needed. Grade level teams and the leadership monitor the results of these assessments to ensure students are on track toward grade level			

<p>2</p>	<p>Measuring Student Progress - Assessments</p>	<p>FORMATIVE ASSESSMENTS</p> <ul style="list-style-type: none"> English: Weekly Exit Tickets K-8 Chinese: Weekly Exit Tickets K-8 Math: Weekly Exit Tickets K-8 English Reading: CKLA (Core Knowledge Language Arts) Unit assessments K-5 Chinese: Better Immersion Lesson Unit Assessments Gr K-5 Math: Illuminate Assessments Gr K-5 Math/English/Chinese/History/Science: Summit Unit Assessments Gr 6-8 <p>Trimester Assessments (End of Each Trimester):</p> <ul style="list-style-type: none"> Chinese Writing: Learning Headquarter writing assessment Gr K-8 Chinese Reading - Level Chinese G1-8; Character reading Kinder English Writing: CKLA Writing Assessment English Reading: mCLASS DIBELS K-8 Math & English Reading: MAP Growth Gr K-1 Math: Trimester Interim Assessments on Illuminate Gr K-5 <p>End of Year:</p> <ul style="list-style-type: none"> Chinese Listening, Speaking, Reading, Writing, STAMP 4Se: Grades 2, 5 Chinese Listening, Speaking, Reading, Writing, STAMP 4s: Grade 8 Spring Exhibition of Learning K-8 <p>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.</p>		<p>Students are on track toward grade level mastery. We utilize this data to provide targeted tiered intervention for struggling academically.</p>	<p>\$66,000.00</p>	<p>Lower than Budget</p>	<p><input type="checkbox"/></p>
<p>3</p>	<p>Addressing Academic Needs to accelerate learning</p>	<p>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. In order to address learning loss and accelerate learning as needed, Yu Ming Charter School will provide intervention and/or support services to close learning/achievement gaps and ensure students are on track towards grade level mastery:</p> <ul style="list-style-type: none"> 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 <p>Struggling learners will also have access to the following web-based intervention programs to support language proficiency, reading skills and vocabulary.</p> <ul style="list-style-type: none"> English: Amplify Reading, K-5 (subscription) English: Raz Plus, K-2 (subscription) English: Vocabulary A to Z, G3-5 (subscription) Chinese: Word Wall, Book Creator (K-8), Pongdy (Gr. 6-8), iChinese Reader K-5 (subscription) 	<p><input type="checkbox"/> Fully Implemented</p> <p><input checked="" type="checkbox"/> Partially Implemented</p> <p><input type="checkbox"/> Not Implemented</p>	<p>Yu Ming Charter School received a BLUE Performance Level for the ELA Academic Indicator; and GREEN Performance Level for the Math Academic Indicator on the 2023 CA School Dashboard.</p> <p>We employ Small Group Instructors (SGI) to provide intervention through push-in and pull-out during the instructional day for students in grades K-5. This school year we chose not to offer the afterschool BOOST program, and instead improved the delivery of instruction through differentiation and intervention embedded during the instructional day which has been effective. Our students also have access to online learning platforms for supplemental intervention.</p> <p>We offer an ELOP that takes place afterschool, intersession and four-week summer programming that provide our students with additional academic support to address gaps in learning, and enrichment.</p>	<p>\$767,190.00</p>		<p><input checked="" type="checkbox"/></p>
<p>4</p>	<p>Maintaining Safe & Clean School</p>	<p>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.</p>	<p><input checked="" type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Partially Implemented</p>	<p>Our campuses are well maintained by our janitorial/maintenance staff. Annually we administer the FIT report for each site, and results are reported on the SARC, LCAP and Local Indicators Reports. Findings are reported to the Administrative team and addressed in a timely manner.</p>	<p>\$124,455.00</p>	<p>Exceeding Budget</p>	<p><input type="checkbox"/></p>

4	Facilities		<input type="checkbox"/> Not Implemented		\$1,244,455.00	Exceeding Budget	<input type="checkbox"/>
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: <ul style="list-style-type: none"> For Gr K-8: VAPA, Choral & Instrumental Music For Gr. 5: Design Lab For Gr. 6-8: Design Lab, Journalism (Chinese), Service Learning (Chinese), Contemporary China (Chinese), Musical Instruments, Coding, Art 	<input checked="" type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	Yu Ming continues to provide all students with a broad course of study beyond core subjects that includes: <ul style="list-style-type: none"> - K-5: Music classes (choral, Instrumental), Art - Gr 5-8: Design Lab - Gr 6-8: Service learning, Contemporary China, Graduate Defense - Gr 6-8: Musical Instruments, Coding, Art, Chinese Arts and Games, Chinese Chess, Digital Drawing, Latin Dance, Math Art, Mathematical Games, Spanish and Table Tennis. 	\$210,424.00	Meeting Expectation	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	Yu Ming Charter School received a GREEN Performance Level for Chronic Absenteeism Indicator; and BLUE Performance Level for Suspension. We attribute the improvement to the MTSS System in place and implemented with fidelity. The Principal, Assistant Principal (AP), and Culture Specialist review MTSS data on a weekly basis to ensure services provided are implemented effectively, students are monitored and ensure barriers to learning are addressed. Our teachers continue to implement Strong Start Daily, Second Step SEL Curriculum (K-3) and piloting it for middle school, this year. We are also utilizing Compass SEL curriculum in the Spring 2024 semester. SDL in grades K-2 continues to support students in setting goals, making plans, practicing SEL skills and reflecting on their learning. Our Student Culture Specialists leads the student social groups which encompasses lessons/concepts from our SEL curriculum.	\$487,024.00	Exceeding Budget	<input checked="" type="checkbox"/>
		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		Our Students with Disabilities (SWD) student group received a GREEN Performance Level for			

7	Services to Support Students with Disabilities (SWD)	<p>Student support services (e.g. directors) will ensure that timelines and related services are addressed and communicated with parents.</p> <p>The SPED Team comprised of Director of Student Services, Education Specialist, School Psychologist, Behavior Aides, and contracted services will provide all required services to SWD to ensure the academic, social-emotional, and behavioral needs are met, and support services are provided.</p> <p>The SPED team will participate in professional learning from its SELPA and other resources (ex. Wilson Reading Program) to improve student academic outcomes and accelerate student learning. Yu Ming will offer an Extended School Year (ESY) to address learning loss.</p>	<p><input type="checkbox"/> Fully Implemented</p> <p><input checked="" type="checkbox"/> Partially Implemented</p> <p><input type="checkbox"/> Not Implemented</p>	<p>group received a GREEN performance level for the Chronic Absenteeism Indicator and Suspension Rate Indicator on the 2023 CA School Dashboard.</p> <p>The Director of Student Support Services (SPED Director) ensures all IEP timeliness are adhered to, and services are provided to our SWD as outlined in their IEP, including compensatory minutes. The Director Student IEP timeliness have been followed. Services have all mbeen provided to students according to IEPs or we will make sure do do compensatory minutes. The Extended School Year (ESY) is scheduled to take place during the Summer (4 week).</p> <p>Director of Students Support Services continues to participate in professional learning opportunities offered by the our SELPA, EI Dorado Charter SELPA. The Education Specialist have also completed a course related to counseling to support students and families.</p>	\$1,189,673.00	Exceeding Budget	<input type="checkbox"/>
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2	Goal Description	Provide all students with high quality instruction, a rigorous standards-aligned curriculum in a Chinese immersion educational program through student-centered/student driven learning experiences that will prepare all students to strive/excel as biliterate critical thinkers, problem solvers, community minded, diligent, and independent learners, and innovators in an ever-changing Global world.	State Priority Addressed			
			<input checked="" type="checkbox"/>	1. Basic Services		
			<input checked="" type="checkbox"/>	2. Implementation of State Standards		
			<input type="checkbox"/>	3. Parent Involvement		
			<input checked="" type="checkbox"/>	4. Student Achievement		
			Expenditure Update			
			<input type="checkbox"/>	5. Student Engagement	<input type="checkbox"/>	First Interim
			<input type="checkbox"/>	6. School Climate	<input checked="" type="checkbox"/>	December 31, 2023
Goal Explanation	There is a need to continue to provide robust professional learning opportunities for teachers, leadership and support staff to support growth, build teacher/staff capacity, and maintain high staff retention rates.	<input type="checkbox"/>	7. Course Access	<input type="checkbox"/>	Second Interim	
		<input type="checkbox"/>	8. Student Outcomes	<input type="checkbox"/>	Other	

#	Action Title	Action Description	Implementation Level	Overall Implementation Action & Substantive Difference	Total Funds Budgeted	Mid-year Expenditures	Contributing
		<p>Yu Ming Charter School's educators will participate in a robust evidence-based professional development starting with 6-days of Summer Professional Development. (3 additional days for new teachers), 3 non-instructional days during the academic school year and weekly professional/staff development during the year. All teachers will receive ongoing coaching, and feedback led by the Principals, Assistant Principal, Director of Academics, and Chief Academic Officer, and an ELA Instructional Coach (K-2).</p> <p>Areas of focus for professional development include:</p> <ul style="list-style-type: none"> • 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 	<input type="checkbox"/> Fully Implemented <input checked="" type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	<p>Yu Ming Charter School provides all educators with a robust professional development program as outlined in this action. Our Instructional Coaches conduct weekly classroom observations, coaching and feedback cycles to support teacher growth, strengthen the delivery of instruction, build teacher capacity and maintain high teacher retention rates.</p> <p>This year we've implemented a coaching dashboard which contains data collected from weekly classroom walkthroughs. Coaches review this data which is used to inform professional learning, coaching and targeted practice labs for teachers.</p>			

1	Professional Development	<p>GRADUATE INSTITUTE</p> <ul style="list-style-type: none"> • 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) • RBT Supervision Training (SPED) • Making Math Real (SPED) <p>For the 2023-24 school year we will:</p> <ul style="list-style-type: none"> • 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. • 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. <p>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.</p> <p>To support teacher effectiveness and credential clearance, Yu Ming Charter School will reimburse teacher induction expenses.</p>		<p>GOAL 1E1.2:</p> <p>The Assistant principal provides coaching for SGI on a weekly basis. Due to scheduling conflicts and availability, we will not provide Making Math Real and Wilson professional development for the SPED Team this school year.</p>	\$570,595.00	Exceeding Budget	✔
2	Strengthening English Learner (EL) Program & Services	<p>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.</p> <p>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 ELD teacher will be employed.</p> <p>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.</p>	<input checked="" type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	<p>English Learners received an ORANGE Performance level for the ELPI, GREEN Performance Level for the Chronic Absenteeism, Suspension Rate, and Mathematics Academic Indicator, and BLUE Performance Level for the ELA Academic Indicator on the 2023 CA School Dashboard. All ELs receive designated and integrated ELD. This year teachers have received additional professional development on strategies to support ELs. We've adopted and implemented Amplify Language Studio to support our EL with language proficiency instead of Launch to Literacy. We also did not implement Link to Literacy since there are no EL at the middle school.</p>	\$39,445.00	Lower than Budget	✔
		<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> • Better Immersion curriculum • Chinese leveled books • Chinese Content Literature connected to Social Science, science • Level Chinese (digital subscription) • Amplify CKLA 	<input type="checkbox"/> Fully Implemented <input checked="" type="checkbox"/> Partially	<p>Yu Ming provides all students with access to standards-aligned curricular and instructional materials, including supplemental materials and access to online platforms. Annual purchases are made to ensure sufficient inventory for all students.</p>			

<p>3</p>	<p>Core Curricular Program Needs</p>	<ul style="list-style-type: none"> English decodable books Science Lab Materials STC Science Kits (Kinder) FOSS kits (G2,G4) Amplify Science Curriculum (G5) Illustrative Mathematics Workbooks for G6-8 <p>Yu Ming Charter School will ensure that all students have access to standards aligned curricular and instructional materials.</p>	<p><input checked="" type="checkbox"/> Implemented</p> <p><input type="checkbox"/> Not Implemented</p>		<p>\$75,347.00</p>	<p>Exceeding Budget</p>	<p><input type="checkbox"/></p>
<p>4</p>	<p>Closing the Digital Divide</p>	<p>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.</p>	<p><input checked="" type="checkbox"/> Fully Implemented</p> <p><input type="checkbox"/> Partially Implemented</p> <p><input type="checkbox"/> Not Implemented</p>	<p>Yu Ming provides all students and teachers with access to a technology device to access curricular, instructional materials, online platforms and assessments. All cybersecurity software and subscriptions have been purchased and implemented. The IT team ensures devices are functioning, maintained, updated and ready for use.</p>	<p>\$271,513.00</p>	<p>Exceeding Budget</p>	<p><input type="checkbox"/></p>

3	Goal Description	Engage parents, families, and community members as partners through education, communication and collaboration in order to provide all students with a safe, welcoming and inclusive, and positive learning environment.	State Priority Addressed		
			<input type="checkbox"/> 1. Basic Services		
			<input type="checkbox"/> 2. Implementation of State Standards		
			<input checked="" type="checkbox"/> 3. Parent Involvement		
	Goal Explanation	Developing strong home-school collaboration, through trust and communication with families is essential to student success.	Expenditure Update		
			<input type="checkbox"/> 4. Student Achievement	<input type="checkbox"/>	First Interim
			<input checked="" type="checkbox"/> 5. Student Engagement	<input checked="" type="checkbox"/>	December 31, 2023
			<input type="checkbox"/> 6. School Climate	<input type="checkbox"/>	Second Interim
		<input type="checkbox"/> 7. Course Access	<input type="checkbox"/>	Other	
		<input type="checkbox"/> 8. Student Outcomes	<input type="checkbox"/>		

#	Action Title	Action Description	Implementation Level	Overall Implementation Action & Substantive Difference	Total Funds Budgeted	Mid-year Expenditures	Contributing
1	Promoting Positive School Climate, Student Engagement, & Safe Learning Environment	<p>Ensuring a safe, welcoming, and positive school climate is critical to student well-being and learning. Yu Ming Charter School will provide students with opportunities to engage in outdoor learning experiences, to further enhance the learning process, deepen student engagement and motivation, which include:</p> <ul style="list-style-type: none"> Field Trips Student performances Assemblies Implement Raptor Visitor Management System <p>Panorama SEL & TNTP surveys will be administered to assess school climate. Panorama surveys bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard 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.</p>	<input checked="" type="checkbox"/> Fully Implemented	<p>Yu Ming has fully implemented this action; and provide a multitude of activities to promote a positive school culture, school spirit, increase student engagement while providing a safe environment conducive to learning, that includes - field trips, assemblies, and host student performance.</p> <p>We've administered school climate surveys to measure student connectedness and sense of safety and belonging. Results from our surveys will be reported on the LCAP and Local Indicators report.</p> <p>The Comprehensive School Safety Plan has been reviewed, revised and presented to staff. We ensure that safety protocols are adhered to. Hearing and vision testing has taken place.</p>	\$734,303.00	Meeting Expectations	<input type="checkbox"/>
			<input type="checkbox"/> Partially Implemented				
			<input type="checkbox"/> Not Implemented				
			<input type="checkbox"/> Not Implemented				
2	Parent Input in Decision-making	<p>Parent input in decision-making including families representing Unduplicated Pupils (UP) and Students with Disabilities (SWD) will take place through the following committees:</p> <ul style="list-style-type: none"> English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) - CA EC 52062(a)(2) Parent Advisory Committee (PAC) per CA EC 52062(a)(1) FSD Council/Family Affinity Groups Parent representatives serving on the governing board. 	<input checked="" type="checkbox"/> Fully Implemented	<p>Yu Ming solicits parent input in decision-making through the following committees: ELAC, PAC, DEI, and PE/Art. Interpreter services are available during committee meetings and upon request.</p>	\$7,000.00	Meeting Expectations	<input type="checkbox"/>
			<input type="checkbox"/> Partially Implemented				
			<input type="checkbox"/> Not Implemented				
			<input type="checkbox"/> Not Implemented				

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.	<input checked="" type="checkbox"/> Fully Implemented	Yu Ming provides families with numerous opportunities to engage as partners in their child's education. The Family Engagement & Equity Specialist communicates and conducts outreach efforts to under-represented/low-income families to ensure they feel welcomed at the school, participate in their child's education, and provide resources when barriers to learning exist. Parents utilize PowerSchool to view their child's academic progress, monitor attendance and communicate with school staff. All correspondence sent to families is translated to Mandarin and Spanish; and interpreters are available upon request.	\$98,152.00	Meeting Expectations	<input type="checkbox"/>
		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.	<input type="checkbox"/> Partially Implemented				
		Yu Ming has established Family Affinity Groups that build community and inclusion for under-represented families.	<input type="checkbox"/> Not Implemented				
		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."					

LCFF Budget Overview for Parents Mid-year Update: Yu Ming Charter School		
Expenditures for High Needs Students in the 2023-24 School Year	2023-24 Adopted Budget	Projected Actual 2023-24
Total LCFF funds	\$9,440,149.00	\$9,462,284.00
LCFF supplemental & concentration grants	\$513,632.00	\$543,678.00
All other state funds	\$2,280,103.00	
All local funds	\$2,188,241.00	
All federal funds	\$326,150.00	
Total Projected Revenue	\$14,234,643.00	
Total Budgeted Expenditures for the 2023-24 School Year	2023-24 Adopted Budget	Projected Actual 2023-24
Total Budgeted General Fund Expenditures	\$14,234,154.00	\$14,692,142.00
Total Budgeted Expenditures in the LCAP	\$11,111,008.00	\$11,876,172.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$540,795.00	\$543,678.00
Expenditures not in the LCAP	\$3,123,146.00	\$2,815,970.00