

LCFF Budget Overview for Parents

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

CDS Code: 01-10017-0124172

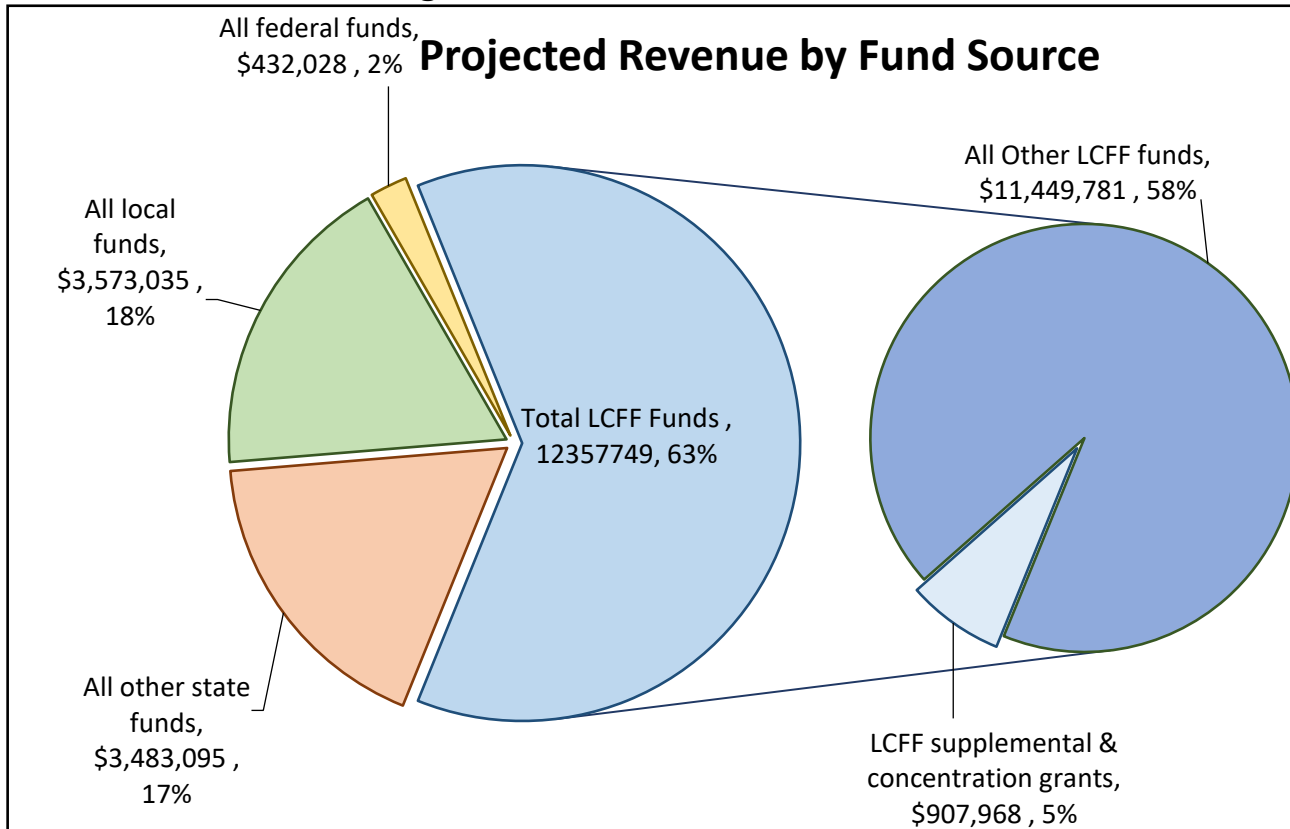
School Year: 2025-26

LEA contact information: Emily Wood, ewood@yumingcharterschool.org

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

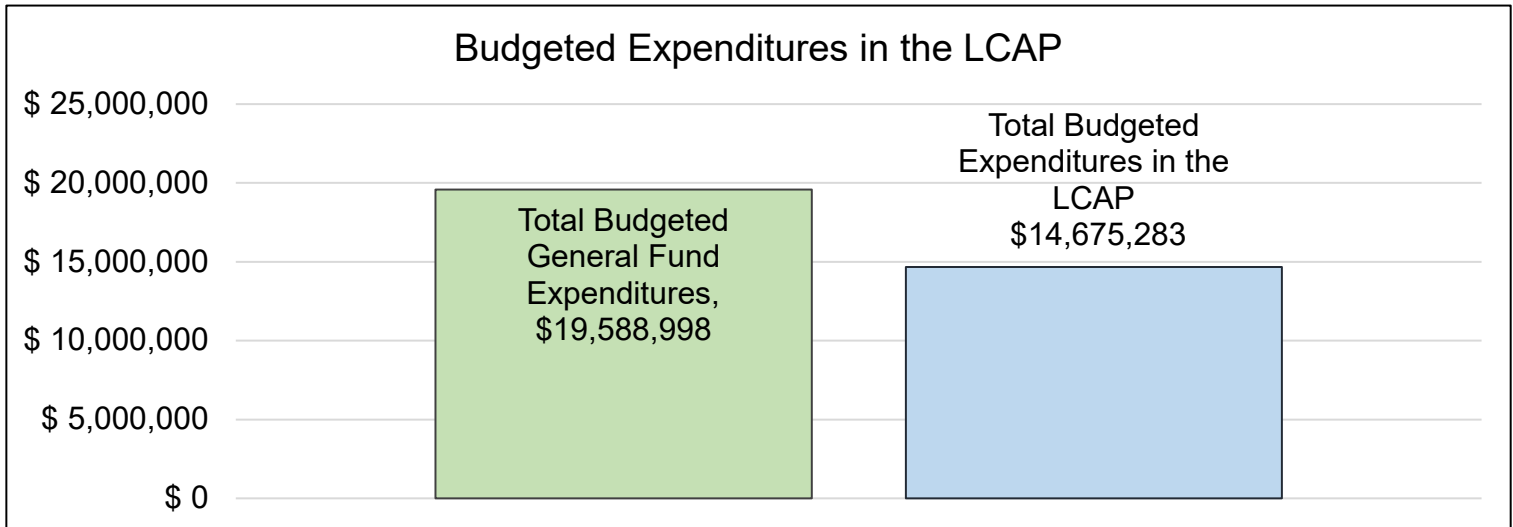


This chart shows the total general purpose revenue Yu Ming Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yu Ming Charter School is \$19,845,907.00, of which \$12,357,749.00 is Local Control Funding Formula (LCFF), \$3,483,095.00 is other state funds, \$3,573,035.00 is local funds, and \$432,028.00 is federal funds. Of the \$12,357,749.00 in LCFF Funds, \$907,968.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Yu Ming Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

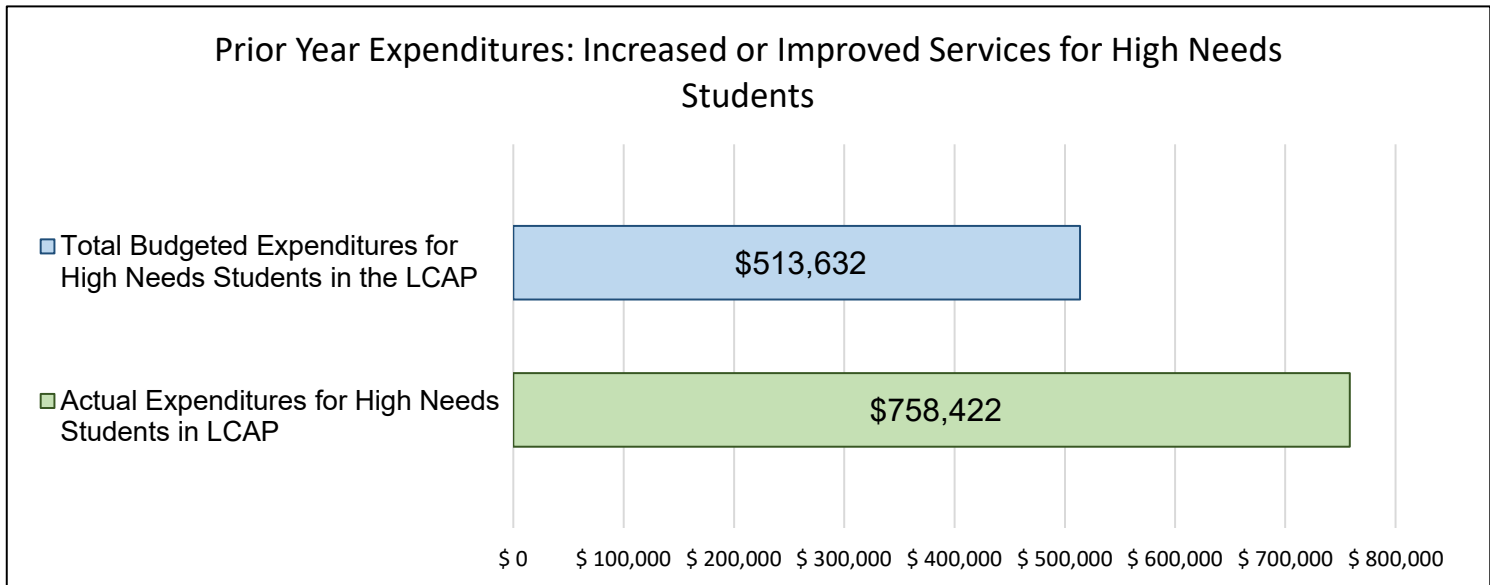
The text description of the above chart is as follows: Yu Ming Charter School plans to spend \$19,588,998.00 for the 2025-26 school year. Of that amount, \$14,675,283.00 is tied to actions/services in the LCAP and \$4,913,715.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Yu Ming Charter School is projecting it will receive \$907,968.00 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 \$907,968.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Yu Ming Charter School's LCAP budgeted \$513,632.00 for planned actions to increase or improve services for high needs students. Yu Ming Charter School actually spent \$758,422.00 for actions to increase or improve services for high needs students in 2024-25.

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	Stacey Wang, CEO	swang@yumingschool.org (510) 452-2063

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Yu Ming Charter School is a Mandarin immersion public charter school serving approximately 959 students in grades K-8 across multiple sites in Oakland. Our diverse student body includes 52% Asian, 22% Two or More Races, 9% Hispanic, 8% African American, 6% White, and 3% Filipino students. Additionally, 6% are Students with Disabilities, 17% are English Language Learners, and 34% are Socioeconomically Disadvantaged.

Mission and Vision

Our mission is to provide children from diverse ethnic, socio-economic, racial, and language backgrounds the opportunity to become fully bilingual and biliterate in Mandarin Chinese and English. We nurture an inclusive community of empowered, engaged global citizens who use their education to make a positive difference in the world.

We believe all children can succeed and are committed to unleashing every student's potential through a data-driven, rigorous approach that delivers measurable educational outcomes.

Graduate Profile

Yu Ming envisions that every graduate will develop four key skill areas. Students learn to know themselves deeply by constantly reflecting on new knowledge and experience, developing strong self-awareness. They connect with people around them by fostering and nourishing positive relationships, building global connections that extend beyond their immediate community. Graduates are prepared to serve the greater good by developing real-world solutions after coming to their own conclusions about complex issues. Finally, they learn to communicate effectively using language to have powerful impact on diverse audiences through multiple modalities.

Campus Locations and Expansion

Yu Ming operates four sites across Oakland. The Chestnut campus serves grades TK-4, while the MLK Jr. site houses grades 5-8. The Carolyn location serves grades K-2, and the Adeline campus accommodates grades 3-4.

The school is currently in escrow on two permanent facilities. One will replace the temporary MLK Jr. campus as Yu Ming 1's Middle School, while the Carolyn campus property will continue housing Yu Ming 2's K-2 students and eventually Grade 3. Beginning in the 2025-26 school year, Yu Ming will expand to serve Transitional Kindergarten (TK).

Dual Language Immersion Model

Yu Ming employs a one-way dual language immersion model where instruction occurs in both English and Mandarin, with at least 50% delivered in the second language. The language distribution shifts strategically across grade levels to optimize learning outcomes. In kindergarten through second grade, students spend 85-90% of their time in Mandarin instruction with only 10-15% in English. By third grade, this shifts to 70% Mandarin and 30% English, then moves to an equal 50-50 split by fifth grade. In middle school grades 6-8, students spend between 30-50% of their time in Mandarin instruction based on individual needs and elective course offerings.

This progression recognizes that Mandarin Chinese, as a tonal language with a logographic writing system, requires extensive early exposure for English speakers to achieve proficiency. Native or near-native Mandarin speakers teach subjects in Mandarin, while native English speakers teach English-language subjects.

Educational Program

Personalized Learning Approach: Yu Ming's program offers systematic language and literacy development through a student-driven, personalized bilingual, biliterate, and bicultural education. Our personalized learning model focuses on each child's individual needs and development, meeting students where they are academically, socially, and developmentally.

Curriculum and Instruction

Elementary School (Grades K-5) students continuously build background knowledge and oral proficiency. We have adapted the Reader's and Writer's Workshop model to create a challenging, rigorous immersion-balanced literacy program where students demonstrate all three communication modes: interpersonal, interpretive, and presentational.

The Kindergarten program emphasizes oral proficiency within a developmentally appropriate early-literacy framework. Bilingual fluency and literacy skills develop systematically from Kindergarten through Grade 8 using our custom leveled reading system and online platform, plus a vertically articulated writing system in both languages.

Teachers employ diverse instructional approaches including explicit instruction, guided and independent practice, small-group instruction, technology integration, and one-on-one conferencing to provide multiple learning pathways.

Assessment and Data-Driven Instruction: Student progress is measured through diagnostic, formative, and summative assessments, frequent teacher conferences, mentoring, and online tool data. We share qualitative and quantitative assessment data with students and parents through ongoing communication and conferences. The curriculum aligns with ACTFL Language Proficiency Guidelines, Common Core State Standards, and Next Generation Science Standards. Annual summative assessments include CAASPP (Math and English) and STAMP/ELLOPA (Mandarin proficiency).

Support Services: Every student has personalized learning goals addressing academic, social, and organizational skills (called "Habits of Success" in middle school). Students needing additional support access our Student Support Team process, plus 504 Plans or Individualized Education Plans when appropriate. English Learners receive targeted instruction to rapidly achieve full English proficiency while meeting academic standards.

Enrichment and Technology

All students participate in weekly visual and performing arts classes. Upper school students complete projects in our Design Lab that integrate Science, Technology, Engineering, Arts, and Math (S.T.E.A.M.), gaining deeper conceptual understanding while solving real-world problems.

Technology integration is carefully scaled by grade level to support learning objectives. Students in kindergarten through second grade work with small group sets of iPads and Kindles, while third through fifth graders have access to class sets of Chromebooks. All middle school students in grades 6-8 receive individual Chromebooks for 1-to-1 learning.

Our state-of-the-art Design Lab features computers, robotics kits, and rapid prototype materials supporting making, designing, scientific modeling, and computer programming.

Model Sharing Initiative

We completed a successful pilot program this year, sharing our educational model with three schools (two Mandarin-immersion, one Spanish-immersion). Teachers and leaders participated in Yu Ming-led professional development on our Data-informed Dual Language Literacy model. Due to the pilot's success, all three schools will continue in year two of partnership, with up to three additional schools joining in year one.

Research Foundation

Foreign language immersion is a well-researched educational approach where curriculum is taught through a foreign language medium. Early second-language exposure stimulates critical thinking and problem-solving skills development. Children in immersion programs achieve higher language proficiency than those in other world language programs while demonstrating increased English vocabulary and enhanced cognitive development.

Academic outcomes for bilingual students consistently exceed those of monolingual peers across all demographics and learning differences. Bilinguals demonstrate greater cognitive flexibility, increased attention control, better memory, superior problem-solving skills, and enhanced understanding of their primary language. Dual language students are also more likely to pursue immediate college enrollment and higher-level mathematics courses.

Partnership and Compliance

As a personalized learning school guided by data-informed instruction, Yu Ming is part of Summit Learning Partners, a national network reimagining schools for student success through one-on-one mentoring, project-based learning, and student agency.

The 2025-26 LCAP serves as both our Local Control and Accountability Plan and School Plan for Student Achievement, developed with educational partner input and meeting all California Department of Education requirements, including consultation with SELPA, Student Advisory Committee, Parent Advisory Committee, and English Learner Parent Advisory Committee.

Yu Ming Charter School is not eligible for Equity Multiplier Funds (EMF); and has expended its Learning Recovery Emergency Block Grant (LREBG) Funds.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The following table reflects Yu Ming’s Charter School's performance on the 2023 California School Dashboard, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Green	Blue	N/A	Blue	Green
English Learners	Orange	Green	Green	N/A	Blue	Green
Homeless	N/A	--	--	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	Orange	Green	N/A	Blue	Green
Students with Disabilities	N/A	Green	Green	N/A	--	--
African American	N/A	Orange	Green	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	Green	Blue	N/A	Blue	Green
Filipino	N/A	--	--	N/A	--	--
Hispanic	N/A	Green	Blue	N/A	--	--
White	N/A	Blue	Orange	N/A	Blue	Green
Two or More Races	N/A	Green	Blue	N/A	Green	Green

Chronic Absenteeism: Yu Ming’s Chronic Absenteeism rates remain low. As evidenced on the following chart that provides the total number of students and the rate (percentage) at Yu Ming that were identified as chronically absent schoolwide (all students) and by student group. (Source: [2023 CA School Dashboard](#))

The [Chronic Absenteeism Indicator](#) on the CA School Dashboard applies to schools that serve Kindergarten through grade 8, and is based on the number of students who were absent 10 percent or more of the instructional days they were enrolled to attend. [Absences](#) for the Chronic Absenteeism Indicator are defined as – an excused absence, unexcused absence, out of school suspension and non-ADA generating Independent Study.

2022-23: Chronic Absenteeism		
Student Group	Total	Rate
All Students	9	1.2%
African American	5	7.9%
Asian	2	0.5%
Hispanic	1	1.6%
White	0	0.0%
Two or More Races	1	0.6%
EL	2	1.5%
SED	7	3.2%
SWD	1	1.6%

2024 CA SCHOOL DASHBOARD

The following table reflects Yu Ming Charter School's performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Green	Blue	N/A	Green	Green
English Learners	Green	Blue	Blue	N/A	Green	Blue
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Green	Blue
Students with Disabilities	N/A	Orange	Blue	N/A	--	--
African American	N/A	Green	Blue	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	Blue	Blue	N/A	Green	Green
Filipino	N/A	--	--	N/A	--	--
Hispanic	N/A	Orange	Blue	N/A	--	--
White	N/A	Blue	Blue	N/A	--	--
Two or More Races	N/A	Yellow	Blue	N/A	Green	Blue

Note: Yu Ming Charter School has expended its Learning Recovery Emergency Block Grant Funds (LREBG).

English Learner – Needs Assessment

The 2024 California School Dashboard data for Yu Ming's English Learners must be understood within the unique context of the school's dual immersion Mandarin/English program, where English instruction comprises only 10% of instructional time in grades K-2, gradually increasing to 70% by grades 7-8. English Learners comprise 148 students or 17.2% of total enrollment, with 51.2% making progress toward English proficiency in 2024, representing a 4.2% increase from the previous year. Most remarkably, despite receiving limited English instruction particularly in early grades, English Learners demonstrate exceptional academic performance with 52 points above standard on the ELA CAASPP and 92.6 points above standard on the Math CAASPP. ELPAC Summative Assessment results show 30.61% of students achieving proficiency in 2023-24, down from 38.1% in 2022-23, while the reclassification rate decreased from 32.7% to 29%. The ELPAC performance level distribution shows 69.39% of students performing at Levels 3 and 4, with complete absence of Long-Term English Learners.

Identified Strengths

- **Exceptional Academic Achievement in Dual Immersion Context:** Yu Ming's English Learners demonstrate truly extraordinary academic performance, achieving 52 points above standard in ELA and 92.6 points above standard in Mathematics on CAASPP assessments. This performance is particularly remarkable considering that students in grades K-2 receive only 10% of their instruction in English, with the majority delivered in Mandarin. This exceptional achievement indicates that the dual immersion model not only supports bilingual development but accelerates academic learning in ways that transfer effectively to English-language assessments.
- **Superior Cognitive and Academic Transfer:** The strong performance across content areas, despite limited English instructional time in early grades, demonstrates that students are successfully developing cognitive academic language proficiency that transfers between languages. The 92.6 points above standard in Mathematics particularly highlights how mathematical reasoning and problem-solving skills developed through Mandarin instruction enhance overall academic capability, while the 52 points above standard in ELA shows that literacy skills acquired in one language effectively support literacy development in the second language.
- **Effective Gradual Language Transition Model:** The school's systematic progression from 90% Mandarin instruction in grades K-2 to 70% English instruction in grades 7-8 appears highly effective in supporting both language development and academic achievement. Students demonstrate strong foundational learning in their early years through Mandarin instruction, then successfully transition to increased English academic language demands while maintaining exceptional performance levels.
- **Strong Foundational Bilingual Development:** With 69.39% of English Learners performing at ELPAC Levels 3 and 4, and complete absence of Long-Term English Learners, the school demonstrates exceptional success in developing English proficiency alongside Mandarin fluency. The 51.2% of students making progress toward English proficiency, combined with outstanding academic performance, indicates that the dual immersion model effectively supports simultaneous development of academic competence in both languages.

Critical Needs

- **ELPAC Proficiency Optimization Within Dual Immersion Context:** While English Learners demonstrate exceptional academic performance, the decline in ELPAC proficiency rates from 38.1% to 30.61% suggests opportunities to optimize English language assessment performance specifically. Given that students achieve 52 points above standard in ELA CAASPP, the gap between academic English competence and ELPAC performance may indicate that assessment preparation strategies could be enhanced to better reflect students' actual English language capabilities developed through the dual immersion program.
- **Reclassification Rate Enhancement:** The decrease in reclassification rate from 32.7% to 29% represents a need for acceleration, particularly given students' exceptional academic performance in English-language assessments. With 26.53% of students at ELPAC Level 2, there appears to be opportunity to better prepare these academically successful students for the specific linguistic demands of the ELPAC assessment and reclassification criteria.
- **Assessment Alignment with Dual Immersion Strengths:** The disparity between exceptional CAASPP performance and ELPAC results suggests a need to better align English language development instruction with the specific assessment formats and expectations of ELPAC, while maintaining the strong academic language development that enables superior CAASPP performance.

2025-26 LCAP Action Plan Recommendations

Enhanced Goal 1, Action 6: Strengthening EL Program & Services in Dual Immersion Context

- **ELPAC-Specific Preparation Programming:** Given the exceptional academic English performance demonstrated through CAASPP results, Yu Ming should implement targeted ELPAC preparation that builds upon students' strong academic language foundation while addressing specific assessment format requirements. This programming should focus on helping students demonstrate their considerable English language competence within ELPAC parameters, particularly for the 26.53% of students at Level 2 who show strong academic performance but need support with assessment-specific language tasks.
- **Accelerated Reclassification Support for High Achievers:** Implement intensive reclassification support specifically designed for students who demonstrate strong academic performance in English-language assessments but need additional support meeting ELPAC criteria. This should include targeted instruction in the specific language domains assessed by ELPAC while leveraging students' demonstrated academic English competence.
- **Dual Immersion ELD Enhancement:** Enhance designated ELD instruction to specifically address the unique needs of students in a dual immersion program, focusing on academic English language skills that complement rather than compete with Mandarin language development. This approach should recognize and build upon the cognitive and linguistic advantages that bilingual students bring to English language learning.

Enhanced Goal 2, Action 2: Professional Development for Dual Immersion EL Excellence

- **Specialized Dual Immersion ELD Training:** Develop professional development that specifically addresses teaching English Learners within a dual immersion context, focusing on leveraging students' bilingual cognitive advantages and academic competence for English language development. Training should emphasize assessment preparation strategies that help students demonstrate their considerable English language abilities within ELPAC parameters.
- **Cross-Linguistic Transfer Strategy Development:** Provide professional development on maximizing the academic language transfer between Mandarin and English instruction, building upon the demonstrated success of the current model while optimizing students' preparation for English language proficiency assessments.

Enhanced Goal 1, Action 1: Assessment and Progress Monitoring for Dual Immersion

- **Comprehensive Bilingual Assessment Framework:** Develop assessment protocols that recognize and track the exceptional academic performance of English Learners while identifying specific areas where ELPAC performance can be optimized. This should include regular monitoring of the transfer of academic language skills from Mandarin to English contexts and targeted support for assessment-specific language demands.
- **Accelerated Reclassification Tracking:** Implement systematic identification and support for academically high-performing English Learners who are approaching reclassification criteria, focusing on closing any gaps between demonstrated academic English competence and ELPAC performance.

Enhanced Goal 3, Action 3: Family Engagement for Dual Immersion EL Success

- **Bilingual Academic Excellence Communication:** Enhance family engagement by clearly communicating the exceptional academic achievements of English Learners within the dual immersion context, helping families understand both their children's remarkable academic progress and specific strategies for supporting continued English language development alongside maintained Mandarin proficiency.

The success of Yu Ming's dual immersion program is evident in English Learners' exceptional academic performance despite limited English instructional time, particularly in early grades. This extraordinary achievement demonstrates that the school's approach to bilingual education not only maintains high academic standards but enhances cognitive and academic development. The focus for 2025-26 should be optimizing assessment performance to better reflect the remarkable English language competence that students already demonstrate through their outstanding academic achievement.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

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 is 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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Administrators/Principal	<p>Engagement Dates and Topics:</p> <ul style="list-style-type: none"> February 21, 2025 - Leadership Team Retreat May 13, 2025 - Administrative Meeting <p>Key Feedback and Areas for Improvement:</p> <ul style="list-style-type: none"> Leadership Development and Training: Administrators identified enhanced management training as a critical priority, particularly for new and developing leaders. Feedback emphasized the need for clearer leadership expectations, structured coaching opportunities, and comprehensive professional learning that addresses effective team leadership, communication strategies, and conflict resolution skills. This professional development would strengthen administrators' capacity to support staff, build positive working relationships, and cultivate a cohesive school culture across all campus sites. Operational Systems and Transparency: Administrative feedback highlighted the importance of strengthening operational support systems and increasing budget transparency throughout the organization. Leaders expressed the need for clearer decision-making processes, more efficient resource allocation procedures, and improved communication protocols that would reduce confusion and enhance operational efficiency. Budget Process and Resource Planning: Administrators requested greater transparency in the budget development process, including increased insight into funding decision-making criteria and resource distribution methods. This enhanced transparency would enable leadership teams to more effectively plan for their campus needs, advocate for necessary resources, and ensure that spending decisions align with established school priorities and student needs. <p>Summary of Administrator Priorities The administrator feedback consistently emphasized the need for greater clarity, consistency, and collaborative approaches to leadership and operations. These</p>

Educational Partner(s)	Process for Engagement
	improvements would better equip administrators to lead effectively, support their staff, and ultimately enhance student outcomes across all Yu Ming Charter School locations.
Teachers	<p>Engagement Dates and Methods:</p> <ul style="list-style-type: none"> January 2025 - TNTP Survey May 1-30, 2025 - Staff Bulletin Survey <p>Key Feedback and Areas for Improvement:</p> <ul style="list-style-type: none"> Professional Development and Training Opportunities: Teachers expressed strong appreciation for current professional development while requesting expanded learning opportunities, particularly off-campus training experiences, peer observation programs, and practical workshops. Priority areas identified include classroom management strategies, culturally responsive teaching practices, and effective family communication techniques. Teachers value the existing coaching support but suggested that coaching effectiveness could be enhanced through more consistent coach training and clearer guidance protocols. Time Management and Planning Support: Feedback consistently highlighted the need for increased planning time and reduced meeting frequency, especially on Fridays, to allow teachers greater focus on instructional preparation and student success. Teachers requested more efficient use of meeting time and better protection of planning periods to support high-quality lesson development and student assessment. School Culture and Collaboration: Teachers emphasized the importance of building a more cohesive and collaborative school culture through increased opportunities for colleague collaboration, clearer pathways for professional growth, and enhanced teacher input in decision-making processes. Suggestions included creating structured time for cross-grade level collaboration, implementing teacher recognition programs, and ensuring consistent practices across all grade levels. Resources and Organizational Support: Teachers highlighted the need for consistent access to necessary instructional resources and materials to support effective teaching and learning. They also requested greater transparency in resource allocation and more systematic approaches to ensuring that all classrooms have the tools needed for successful instruction. <p>Summary of Teacher Priorities Teacher feedback reflects a committed professional community seeking enhanced support systems, improved collaboration opportunities, and greater efficiency in operational processes. Teachers demonstrated strong dedication to student success and school community while</p>

Educational Partner(s)	Process for Engagement
	requesting increased support, clearer communication channels, and a shared vision that empowers their professional growth and instructional effectiveness.
Other School Personnel	<p>Engagement Dates and Methods:</p> <ul style="list-style-type: none"> January 2025 - TNTP Survey May 1-30, 2025 - Staff Bulletin Survey <p>Key Feedback and Areas for Improvement:</p> <ul style="list-style-type: none"> Leadership Communication and Support: Classified staff requested more equitable support and clearer expectations within their teams, along with stronger connections between campus and central leadership. Feedback emphasized the need for transparent communication systems that ensure all staff members receive consistent information and feel valued as integral members of the school community. Operational Tools and Systems: Staff identified the need for improved tools for managing student data and behavior tracking systems. Enhanced technology and systematic approaches to student information management would support staff effectiveness and improve their ability to serve students and families efficiently. Facilities and Resources: Classified staff noted the importance of improved facilities and resources to better support student learning and engagement. Specific suggestions included creating dedicated spaces for art and movement activities and upgrading student break areas to provide more welcoming and functional environments for student use. Professional Development and Career Growth: Staff expressed strong interest in expanded professional development opportunities that extend beyond teachers to include all school employees. Requests included relevant workshops, career planning support, and structured pathways for advancement and recognition that acknowledge the contributions of all staff members over time. Diversity, Equity, and Inclusion: Classified staff recommended implementing more diverse and inclusive practices throughout the school, including professional learning opportunities focused on cultural awareness and bias recognition. This training would support the school's commitment to creating an equitable environment for all community members. Feedback Implementation and Follow-Through: Staff emphasized the importance of making employee feedback more actionable through clearer follow-through processes and sharing outcomes across all roles. This would demonstrate that staff input is valued and leads to meaningful improvements in school operations and culture.

Educational Partner(s)	Process for Engagement
	<p>Summary of Classified Staff Priorities Classified staff feedback demonstrates a committed workforce seeking enhanced support systems, professional growth opportunities, and greater inclusion in school-wide improvement efforts. Staff expressed dedication to building a supportive, effective, and equitable school environment while requesting increased leadership engagement, clearer communication, and systematic approaches to professional development that support their success in serving students and families.</p>
Students	<p>Engagement Date and Method:</p> <ul style="list-style-type: none"> • April 2025 - Student Survey <p>Key Feedback and Areas for Improvement:</p> <ul style="list-style-type: none"> • Academic Experience and Teacher Support: Students reported positive experiences with classroom participation opportunities and teacher support, indicating that instructional practices are effectively engaging students in learning activities. Students feel that teachers are accessible and supportive of their academic growth and participation in classroom discussions and activities. • Campus Safety and School Climate: Student feedback identified campus safety as a priority area for improvement. Students expressed the need for enhanced safety measures and clearer communication about safety protocols to ensure that all students feel secure in their learning environment. Additionally, students indicated that school rules and expectations require greater clarity and consistent implementation across all areas of campus. • Belonging and Inclusive Community: Students emphasized the importance of strengthening their sense of belonging within the school community. Feedback suggested the need for improved social-emotional learning programs and more robust inclusive community-building initiatives that help all students feel valued, accepted, and connected to their peers and the broader school community. • Student Leadership and Engagement Opportunities: Students expressed interest in expanded student leadership opportunities and extracurricular activities that would allow them to take more active roles in school governance, event planning, and community service. These opportunities would provide students with meaningful ways to contribute to school culture while developing leadership skills and civic engagement. • Mental Health and Social-Emotional Support: Student feedback highlighted the need for enhanced mental health resources and social-emotional support services. Students requested increased access to counseling services, peer support programs, and mental health education that addresses the diverse emotional and psychological needs of the student body. • Consistency and Equity in Practices: Students noted the importance of consistent and equitable practices across all classrooms and school environments. They suggested that professional

Educational Partner(s)	Process for Engagement
	<p>development for staff would help ensure that all students receive fair treatment and equal opportunities regardless of their classroom or teacher assignment.</p> <p>Summary of Student Priorities Student feedback demonstrates appreciation for current academic support while requesting enhanced safety measures, stronger community connections, and expanded opportunities for leadership and personal growth. Students seek a school environment where they feel safe, valued, and empowered to contribute meaningfully to their educational community while receiving consistent support for their academic, social, and emotional development.</p>
<p>Student Advisory Committee</p>	<p>Engagement Dates and Method:</p> <ul style="list-style-type: none"> • May 15, 2025 - Student Advisory Committee Meeting <p>Key Feedback and Areas for Appreciation:</p> <ul style="list-style-type: none"> • Academic Program Strengths: Students expressed appreciation for the academic rigor of the program, particularly highlighting mathematics and Chinese language instruction as areas of strength. Students demonstrated pride in their academic work ethic and recognized that the school environment effectively cultivates a strong drive for achievement and personal growth. • Character Development and Future Preparation: Students acknowledged that the curriculum successfully supports the development of persistence and high academic standards, which they believe will serve them well in future educational and career endeavors. Students recognized the value of the challenging academic expectations in building resilience and academic confidence. • Teacher Dedication and Support: Students expressed recognition and appreciation for the dedication demonstrated by their teachers and the high expectations maintained throughout the educational program. Students feel supported by educators who are committed to their academic success and personal development. <p>Areas for Growth and Improvement:</p> <ul style="list-style-type: none"> • Social-Emotional Learning Program Enhancement: Students provided mixed feedback regarding the Social-Emotional Learning component of the program. While elementary students found SEL programming helpful and engaging, middle school students felt that current implementation sometimes lacks structure and could be more impactful if adjusted to better meet the developmental needs and interests of older students. • Creative and Extracurricular Opportunities: Students voiced strong enthusiasm for expanded opportunities in creative and extracurricular areas, specifically expressing interest in lunch clubs and

Educational Partner(s)	Process for Engagement
	<p>elective course offerings. Students identified increased access to these experiences as important for enhancing overall school engagement, personal expression, and student well-being.</p> <ul style="list-style-type: none"> • Program Balance and Well-Being: Students suggested adjustments that would support better balance between academic rigor and opportunities for creative expression and emotional well-being. While appreciating the high academic standards, students seek complementary programming that addresses their social, emotional, and creative development needs. <p>Summary of Student Advisory Committee Priorities Student Advisory Committee feedback demonstrates appreciation for academic rigor and teacher dedication while requesting enhanced social-emotional programming for middle school students and expanded creative and extracurricular opportunities. Students seek a balanced educational experience that maintains high academic standards while providing meaningful outlets for personal expression, social connection, and emotional growth.</p> <p><u>June 13, 2025: Approval of the 2025-26 LCAP</u></p> <p>The committee discussed the 2025-26 LCAP, including the use of Title Funds and LCFF Funds. The SAC approved submitting Yu Ming's 2025-26 LCAP to the Governing Board.</p>
<p>Parent Advisory Committee (PAC)</p>	<p>Engagement Dates and Methods:</p> <ul style="list-style-type: none"> • April 24, 2025 - Parent Advisory Committee Meeting • May 21, 2025 - Parent Advisory Committee Meeting <p>Key Feedback and Areas for Appreciation:</p> <ul style="list-style-type: none"> • Student Progress and School Engagement: Parents of English Learners and students with Individualized Education Programs expressed overall satisfaction with their children's educational experience during the current school year. Families noted meaningful improvements in academic progress and increased school engagement, indicating that specialized support services are effectively meeting student needs. • Speech Therapy and Related Services: Parents particularly appreciated the consistency and quality of speech therapy services, which families identified as a standout area of support. The reliability and effectiveness of these specialized services have contributed significantly to student progress and family confidence in the school's ability to address individual student needs. • Academic Interventions and Communication: Families valued the additional academic assistance provided through targeted intervention programs and appreciated the clear communication they

Educational Partner(s)	Process for Engagement
	<p>received about these support services. Parents felt well-informed about the specialized services their children were receiving and how these interventions supported their academic development.</p> <ul style="list-style-type: none"> • Practical Support Measures: The provision of school uniforms was noted as a helpful contribution to student readiness and family support, demonstrating the school's attention to practical needs that support student success and family well-being. <p>Areas for Growth and Improvement:</p> <ul style="list-style-type: none"> • Classroom Communication and Transparency: Parents expressed a desire for greater insight into daily classroom activities and general academic progress. Current communication focuses primarily on specialized services, and families would benefit from more comprehensive information about their children's overall classroom experience and academic development. • Transition Planning and Stability: Parents shared concerns about upcoming campus and teacher changes, particularly emphasizing the importance of stability for students who thrive with consistent routines and familiar support staff. Families noted that transitions can be especially challenging for students with IEPs and requested careful planning to maintain continuity of support and student comfort during periods of change. • Consistent Support Staffing: Parents emphasized the critical importance of maintaining consistent support staff to ensure continued progress and emotional security for students with specialized needs. Families stressed that familiar support personnel contribute significantly to student success and that staffing changes should be carefully managed to minimize disruption. <p>Summary of Parent Advisory Committee Priorities Parent Advisory Committee feedback reflects appreciation for current specialized services while requesting enhanced communication about general classroom activities and careful management of transitions. Parents demonstrate strong satisfaction with targeted interventions and support services while seeking greater transparency in daily academic experiences and stability in staffing to support students who benefit from consistent relationships and routines.</p> <p><u>June 13, 2025: Approval of the 2025-26 LCAP</u></p> <p>The committee discussed the 2025-26 LCAP, including the use of Title Funds and LCFF Funds. The PAC approved submitting Yu Ming's 2025-26 LCAP to the Governing Board.</p>
English Learner Parent Advisory Committee (EL-PAC)	<p>Engagement Dates and Methods:</p> <ul style="list-style-type: none"> • March 31, 2025 - EL-PAC Meeting

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • April 28, 2025 - EL-PAC Meeting <p>Key Feedback and Areas for Appreciation:</p> <ul style="list-style-type: none"> • Regular School Year Support: Parents of English Learners expressed satisfaction with the support their children receive during the regular school year. Families feel that current English Language Development programs and services effectively meet their students' needs and contribute to meaningful academic progress throughout the academic year. <p>Areas for Growth and Improvement:</p> <ul style="list-style-type: none"> • Summer Academic Support and Continuity: Parents identified summer academic support as a priority area for program enhancement. Families expressed concern about maintaining English language development progress during extended breaks from school and requested additional resources to support continued learning over the summer months. • Summer Programming Suggestions: EL-PAC parents suggested that offering take-home materials or brief summer sessions would help English Learners maintain their academic momentum and prevent regression in language acquisition skills. Families emphasized that even modest summer support could make a significant difference in helping students retain and build upon the progress they make during the school year. <p>Summary of EL-PAC Priorities English Learner Parent Advisory Committee feedback demonstrates appreciation for current school-year programming while identifying summer learning continuity as a key area for improvement. Parents seek practical solutions that would enable their children to maintain English language development progress during breaks from regular instruction, recognizing the importance of consistent support for language acquisition and academic achievement.</p> <p><u>June 9, 2025: Approval of the 2025-26 LCAP</u></p> <p>The committee discussed the 2025-26 LCAP, including the use of Title Funds and LCFF Funds. The EL-PAC approved submitting Yu Ming's 2025-26 LCAP to the Governing Board.</p>
<p>Parents including those representing Unduplicated Pupils & Students with Disabilities</p>	<p>Engagement Dates and Methods:</p> <ul style="list-style-type: none"> • May 2, 2025 - Family Newsletter • May 16, 2025 - Family Newsletter • September 2024 and March 2025 - Family Surveys

Educational Partner(s)	Process for Engagement
	<p>Key Feedback and Areas for Appreciation:</p> <ul style="list-style-type: none"> • Mandarin Immersion Program Excellence: Parents consistently highlighted the school's Mandarin immersion program as a unique and valuable component of their children's education. Families expressed strong appreciation for the program's academic rigor and cultural enrichment opportunities, recognizing it as a distinctive strength that sets Yu Ming Charter School apart from other educational options. • Educational Philosophy and Approach: Parents demonstrated appreciation for the school's comprehensive educational philosophy and instructional approach, noting that the program effectively supports both academic achievement and emotional development of students. Families feel that the school's holistic approach to education aligns with their values and expectations for their children's growth. • Staff Dedication and Support: Parent feedback frequently emphasized the dedication and compassion demonstrated by teachers and staff members. Families consistently noted that they feel confident their children are well-cared for and genuinely supported by school personnel, creating a nurturing environment that extends beyond academic instruction. <p>Areas for Growth and Improvement:</p> <ul style="list-style-type: none"> • Facilities and Campus Unification: A recurring theme in parent feedback was the desire for improved or more permanent facilities, with particular emphasis on creating a unified campus where all students could be housed together. Parents see facility improvements as important for building stronger school community connections and enhancing the overall educational experience. • Security and Safety Enhancements: Some families expressed concerns about campus security, particularly during high-traffic periods such as morning drop-off times. Parents requested enhanced safety protocols and improved traffic management to ensure student safety during busy arrival and dismissal periods. • Program Expansion Opportunities: Parents recommended expanding the school's offerings through additional language programs and extracurricular activities that would provide students with more diverse learning opportunities and enrichment experiences beyond the core academic program. <p>Summary of Parent Priorities Parent feedback reflects overwhelmingly positive satisfaction with Yu Ming Charter School's educational program, staff quality, and unique Mandarin immersion approach. While expressing strong appreciation for current offerings, families identified thoughtful opportunities for growth in facilities, safety measures, and program expansion that would further enhance the school community and educational experience for all students.</p>

Educational Partner(s)	Process for Engagement
SELPA Administrator	<p>Engagement Date and Method:</p> <ul style="list-style-type: none"> • May 6, 2025 - SELPA Consultation Meeting <p>Key Feedback and Recommendations:</p> <ul style="list-style-type: none"> • Document Review and Quality Assurance The SELPA recommended conducting a comprehensive review of content to identify and correct typographical errors while improving overall continuity throughout the document. Specific attention was directed to Action 7, where enhanced coherence and clarity would strengthen the overall presentation and implementation guidance. • Professional Development Documentation SELPA advisors suggested including more specific examples of professional development experiences to better illustrate staff growth opportunities and training initiatives. This enhanced documentation would provide clearer evidence of the school's commitment to ongoing staff development in special education practices and would demonstrate compliance with professional learning requirements. • Preventative Practices and Procedural Safeguards The SELPA encouraged incorporating language that explicitly highlights preventative practices in special education service delivery. Specific recommendations included adding references to informing families about their procedural safeguards during special education orientation processes. This proactive approach would reinforce the school's commitment to preventative support measures and alternative dispute resolution practices that can help avoid conflicts and ensure positive family-school partnerships. • Family Engagement Enhancement SELPA representatives advised more explicitly promoting family engagement opportunities by referencing Community Advisory Committee meetings and special education-related events such as Legislative Sharing Day. These additions would demonstrate the school's commitment to meaningful parent participation in special education governance and advocacy activities. • Collaborative Support Offer The SELPA offered to provide collaborative support in developing appropriate language and content for these improvements, demonstrating their commitment to partnership in enhancing the school's special education program and documentation. <p>Summary of SELPA Recommendations SELPA consultation focused on enhancing document quality, strengthening professional development documentation, emphasizing preventative practices, and improving family engagement opportunities. The feedback reflects SELPA's collaborative approach to supporting school improvement while ensuring compliance with special education requirements and promoting positive outcomes for students with disabilities.</p>

The development of the adopted 2025-26 LCAP Goals, actions, and metrics was shaped through consultation with our educational partners.

Goal 1: Multi-Tiered System of Support (MTSS)

- **Action 3: Addressing Social-Emotional & Behavioral Student Needs** was directly influenced by student feedback requesting enhanced mental health resources, stronger community connections, and improved social-emotional learning programs. Students specifically noted the need for better balance between academic rigor and emotional well-being support, which led to the comprehensive SEL programming described in this action.
- **Action 6: Strengthening EL Program & Services** directly responds to EL-PAC feedback regarding summer academic support and continuity. The action includes extended learning opportunities through the afterschool ELOP program, addressing parents' concerns about maintaining English language development progress during extended breaks.

Goal 2: Professional Learning and Instructional Coaching

Action 1: Admin & Educators that Support the Ed Program responds to teacher feedback about time management and planning support by maintaining the extended school year (185 instructional days) and extended daily schedule to provide more time for instruction and embedded professional development.

Action 2: Professional Development was heavily influenced by multiple educational partners:

- Teacher feedback requesting expanded learning opportunities, off-campus training, peer observation programs, and enhanced coaching effectiveness directly shaped the comprehensive professional development program outlined, including specialized training for new teachers and ongoing coaching cycles.
- Administrator feedback regarding leadership development and training needs led to the inclusion of specialized leadership development components, including Relay Graduate School of Education's Leverage Leadership Institute for new principals and assistant principals
- Classified staff feedback requesting expanded professional development opportunities for all school employees influenced the inclusion of specialized training for different staff roles, including coaching for Small Group Instructors and professional development for Behavior Intervention Aides.

Goal 3: Parent and Family Engagement

Action 1: Promoting Positive School Climate, Student Engagement & Safe Learning Environment directly addresses multiple stakeholder concerns:

- Student feedback regarding campus safety and school climate led to enhanced safety protocols and the implementation of the Verkada Visitor Management System.
- Parent feedback about security concerns during high-traffic periods influenced the comprehensive safety measures outlined in this action.

Action 3: Opportunities Provided to Support Parent Engagement & Participation was significantly shaped by feedback from parents representing unduplicated pupils and students with disabilities, who requested enhanced communication and transparency. This led to the multilingual communication approach (English, Spanish, and Mandarin) and dedicated Family Affinity Groups for Black, LGBTQ+, English learners, Latinx, and Students with Disabilities families.

Action 4: Maintaining Safe & Clean School Facilities responds to parent feedback regarding facilities and campus unification desires, as well as classified staff suggestions for improved facilities and dedicated spaces for art and movement activities.

Additional Educational Partner Feedback:

SELPA Administrator feedback influenced multiple actions through recommendations for:

- Enhanced professional development documentation (reflected in Goal 2, Action 2)
- Preventative practices and procedural safeguards (incorporated into Goal 1, Action 5)
- Family engagement enhancement (reflected in Goal 3, Action 3)

Student Advisory Committee feedback regarding creative and extracurricular opportunities influenced Goal 1, Action 4 (Broad Course of Study), which expanded middle school programming to include lunch clubs and additional elective offerings.

The LCAP demonstrates a comprehensive response to educational partner feedback, with each major area of concern addressed through specific, measurable actions that directly incorporate stakeholder suggestions and priorities. The feedback collection process clearly informed not just individual actions but the overall strategic direction of the school's improvement efforts.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue to strengthen our Multi-tiered System of Support (MTSS) using multiple types of assessments (Local, and state mandated) and data to inform instructional decisions; tailor evidence-based intervention to address the needs of all students and student groups; and measure program effectiveness.	Broad

State Priorities addressed by this goal.

- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Yu Ming Charter School has developed Goal 1 because our educational philosophy centers on "whole brain and whole heart education" grounded in academic excellence, social-emotional intelligence, and relational depth. This comprehensive MTSS approach is essential for several key reasons:

Dual Immersion Program Complexity: As a Mandarin immersion school with complex language distribution (85-90% Mandarin in K-2, transitioning to 50-50% by grade 5), our students require sophisticated, data-driven support systems to ensure success in both languages. MTSS allows us to monitor bilingual academic progress while identifying learning barriers that may manifest differently in dual-language contexts.

Diverse Student Population: With 52% Asian, 22% Two or More Races, 17% English Language Learners, 34% Socioeconomically Disadvantaged students, and 6% Students with Disabilities, our community requires differentiated, evidence-based interventions addressing varied academic, social-emotional, behavioral, and mental health needs across all student groups.

Core Belief and Commitment: Yu Ming believes all children can succeed and is committed to unleashing every student's potential through data-driven, rigorous approaches that deliver measurable educational outcomes. Our MTSS framework operationalizes this belief by using universal screeners to accurately identify student barriers and providing targeted, tiered interventions to ensure each student can thrive.

Whole Child Development: Our mission to develop students with skills and mindsets for fulfilled, purposeful lives require addressing not just academic needs but comprehensive social-emotional, behavioral, and mental health support within our bilingual, bicultural educational environment.

Evidence-Based Continuous Improvement: Leveraging science-based pedagogical approaches and data-informed instruction, we focus on supporting students to develop skills for leading joyful, purposeful lives. The MTSS framework ensures systematic implementation of evidence-based interventions while continuously measuring program effectiveness to inform instructional decisions and ensure each student can thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students +95.9 Asian +100.7 White +100.5 Two or More Races +102.9 EL +58.6 SED +73.1 ▾	2023-24 ELA CAASPP DFS All Students +83.8 Asian +87.5 White +88 Two or More Races +99.6 EL +52 SED +68 ▾		2024-25 ELA CAASPP DFS All Students >80 Asian >80 White >80 Two or More Races >80 EL >50 SED >60 ▾	All Students: -12.1 Asian: -13.2 White: -12.5 Two or More Races: -3.3 EL: -6.6 SED: -5.1
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students +107.5 Asian +115.4 White +97.3 Two or More Races +111.1 EL +94.7 SED +75.1 ▾	2023-24 Math CAASPP DFS All Students +99.5 Asian +106.1 White +97.5 Two or More Races +112.1 EL +92.6 SED +76.9 ▾		2024-25 Math CAASPP DFS All Students >90 Asian >90 White >90 Two or More Races >90 EL >90 SED >70 ▾	All Students: -8 Asian: -9.3 White: +0.2 Two or More Races: +1 EL: -2.1 SED: -1.8
3	% Proficient CAST Source: CA School Dashboard	2022-23 CAST % All Students 70.8% Asian 73.1% Two or More Races 60.0% ▾ Source: CAASPP	2023--24 CAST PFS All Students +10.3 Asian +11.6 Two or More Races +14.2		2024-25 CAST PFS All Students +10 Asian +10 Two or More Races +10	All Students: +6.3% Asian: +8.6% Two or More Races: +26.7% * Comparison 2022-23 vs 2023-24 (% met or exceeded standards)
4	% EL who made progress towards	47%	51.2%		2024-25: 40%	+4.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline																																																												
	English Language Proficiency Source: ELPI – CA School Dashboard	Source: 2023 Dashboard	Source: 2024 Dashboard																																																															
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 38.1% Proficient	2023-24: 30.61% Proficient		2024-25: 25%	-7.49%																																																												
6	Reclassification Rate Source: Dataquest	2022-23: 32.7%	2023-24: 29%		2024-25: 25%	-3.7%																																																												
7	Attendance Rate Source: CALPADS	2022-23: 97.06%	2023-24: 96.28%		2024-25: 96.8%	-0.78																																																												
8	Chronic Absenteeism Rates Source: Dataquest	<div>2022-23: Chronic Absenteeism</div> <table><thead><tr><th></th><th>Rate</th></tr></thead><tbody><tr><td>All Students</td><td>1.2%</td></tr><tr><td>African American</td><td>7.9%</td></tr><tr><td>Asian</td><td>0.5%</td></tr><tr><td>Hispanic</td><td>1.6%</td></tr><tr><td>White</td><td>0.0%</td></tr><tr><td>Two or More Races</td><td>0.6%</td></tr><tr><td>EL</td><td>1.5%</td></tr><tr><td>SED</td><td>3.2%</td></tr><tr><td>SWD</td><td>1.6%</td></tr></tbody></table>		Rate	All Students	1.2%	African American	7.9%	Asian	0.5%	Hispanic	1.6%	White	0.0%	Two or More Races	0.6%	EL	1.5%	SED	3.2%	SWD	1.6%	<div>2023-24: Chronic Absenteeism</div> <table><thead><tr><th></th><th>Rate</th></tr></thead><tbody><tr><td>All Students</td><td>2.2%</td></tr><tr><td>African American</td><td>7.2%</td></tr><tr><td>Asian</td><td>0.9%</td></tr><tr><td>Hispanic</td><td>5.7%</td></tr><tr><td>White</td><td>0.0%</td></tr><tr><td>Two or More Races</td><td>3.1%</td></tr><tr><td>EL</td><td>0.7%</td></tr><tr><td>SED</td><td>4.5%</td></tr><tr><td>SWD</td><td>10.3%</td></tr></tbody></table>		Rate	All Students	2.2%	African American	7.2%	Asian	0.9%	Hispanic	5.7%	White	0.0%	Two or More Races	3.1%	EL	0.7%	SED	4.5%	SWD	10.3%		<div>2024-25 Chronic Absenteeism</div> <table><thead><tr><th></th><th>Rate</th></tr></thead><tbody><tr><td>All Students</td><td>2.7%</td></tr><tr><td>African American</td><td>10%</td></tr><tr><td>Asian</td><td>1.0%</td></tr><tr><td>Hispanic</td><td>3%</td></tr><tr><td>White</td><td>4%</td></tr><tr><td>Two or More Races</td><td>4%</td></tr><tr><td>EL</td><td>2%</td></tr><tr><td>SED</td><td>5.4%</td></tr><tr><td>SWD</td><td>14%</td></tr></tbody></table>		Rate	All Students	2.7%	African American	10%	Asian	1.0%	Hispanic	3%	White	4%	Two or More Races	4%	EL	2%	SED	5.4%	SWD	14%	All Students: 1% African American: -0.7% Asian: +0.4% Hispanic: +4.1% White: 0% Two or More Races: +2.5% EL: -0.8% SED: +1.3% SWD: -8.7%
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9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%																																																												

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
10	Suspension Rate Source: Dataquest	2022-23: Suspension Rate All Students 0.4% African American 1.6% Asian 0.3% Hispanic 0.0% White 1.7% Two or More Races 0.0% EL 0.7% SED 0.9% SWD 1.6%	2023-24: Suspension Rate All Students 0.1% African American 0% Asian 0.2% Hispanic 0% White 0% Two or More Races 0% EL 0% SED 0.3% SWD 0%		2024-25 Suspension Rate All Students 0.6% African American 0% Asian 0.0% Hispanic 1% White 2% Two or More Races 0% EL 0% SED 0.6% SWD 2%	All Students: -0.3% African American: -1.6% Asian: -0.1% Hispanic: 0% White: -1.7% Two or More Races: 0% EL: -0.7% SED: -1.6% SWD: -1.6%
11	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
12	% students participating in enrichment or elective course. Source: Master Schedule CALPADS	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 93%	2023-24: 100%		2024-25: 100%	+7%
14	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 53%	2023-24: 100%		2024-25: 100%	+47%

NOTE: Yu Ming Charter School currently serves grades K-8, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
 - % of pupils who complete courses that satisfy UC A-G
 - % of pupils who complete CTE course from approved pathways
 - % of pupils who have completed both A-G & CTE
 - % of pupils who pass AP exams with a score of 3 or higher.
 - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
 - High School dropout rate
 - High School graduation rates

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action was fully implemented. At Yu Ming Charter School, our comprehensive assessment system forms the backbone of our student-centered approach to learning. As a K-8 dual immersion program, we uniquely evaluate students' progress in English Language Arts. Assessments for Mandarin are across all language domains - listening, speaking, reading, and writing.

Throughout the academic year, our assessment journey begins with diagnostic evaluations to understand each student's starting point. Teachers then regularly conduct formative assessments in their classrooms, gathering real-time insights into student comprehension and learning needs. These check-ins help teachers adjust their instruction immediately, ensuring no student falls behind. Every trimester, we pause for more structured evaluations, building up to end-of-year assessments that complement state-mandated testing requirements.

What makes our approach particularly effective is how our grade-level teams collaborate with school leadership to analyze assessment results. Together, they track each student's progress toward grade-level mastery, identifying any emerging learning gaps. When students need additional support, we quickly implement targeted, tiered interventions. This data-driven culture allows us to challenge students academically while ensuring they receive the support; they need to succeed in both languages. Through this evidence-based assessment system, we've created a dynamic learning environment where student progress is continuously monitored and supported, ensuring every child has the opportunity to thrive in both Mandarin and English instruction.

Action 2: This action was fully implemented. Yu Ming Charter School has successfully implemented a comprehensive intervention program to address learning loss and accelerate student achievement. Our multi-tiered support system has been fully operational, targeting students' individual needs across all grade levels.

In our elementary grades (K-5), Small Group Instructors (SGI) have been actively providing academic intervention through both push-in and pull-out support throughout the instructional day. This support is data-driven, with student needs identified through multiple assessments and progress regularly monitored through individualized goals.

For our middle school students (grades 6-8), we've effectively utilized Self-directed Learning (SDL) periods for targeted intervention. During these times, subject teachers in math, English, science, and Chinese have been consistently pulling out small groups of students for focused instruction while their peers engage in independent work.

To ensure continuous academic support, we've maintained our Expanded Learning Opportunities Program (ELOP), which operates during after-school hours and intersession periods. This program has provided consistent academic support and enrichment activities, particularly beneficial during extended breaks from regular instruction. We've enhanced our intervention strategy through technology integration, with students actively using online learning platforms for supplemental support. These adaptive tools have helped reinforce language acquisition, reading skills, vocabulary development, and math proficiency. Through this comprehensive approach, we've maintained consistent support for our students while continuously monitoring and adjusting our interventions to ensure effectiveness in closing learning gaps and promoting grade-level mastery.

Action 3: This action was fully implemented. Yu Ming Charter School has fully implemented its Multi-Tiered System of Support (MTSS) to address students' social-emotional, behavioral, and mental health needs. Under the leadership of our MTSS Director, we've successfully implemented the Compass Framework across all grade levels K-8, featuring student badge work and weekly circles that promote social-emotional development.

Our comprehensive SEL curriculum now includes Strong Start Circle and Second Step for grades K-3, while middle school students engage with the Wayfinder curriculum (grades 6-8) and Compass SEL curriculum (grades 3-8). During Self-directed Learning (SDL) periods, our K-2 students focus on essential skills like goal setting, planning, and self-reflection. Student Culture Specialists enhance this programming by leading social groups that reinforce our SEL curriculum concepts.

To ensure early identification of students needing support, we utilize the SAEBRS screening tool, which helps identify students at risk for social-emotional behavioral challenges. Our leadership team, consisting of the Principal, Assistant Principal, and Culture Specialist, conducts weekly reviews of MTSS data to monitor program effectiveness and address any barriers to learning. We've also enhanced our support services by implementing Care Solace, a mental health referral system that connects students, staff, and families with community resources. This addition strengthens our ability to provide comprehensive mental health support to our entire school community.

All planned interventions and support systems for this academic year are now fully operational, creating a robust network of social-emotional support for our diverse student body.

Action 4: This action was fully implemented. Yu Ming Charter School enriches students' educational experience through a diverse array of courses beyond the core curriculum. Our elementary students (K-5) engage in a comprehensive arts program that includes both choral and instrumental music instruction, as well as visual arts education. Beginning in fifth grade, students participate in Design Lab, which continues through eighth grade. This program introduces them to creative problem-solving and innovative thinking through hands-on projects.

Our middle school program (grades 6-8) offers an especially rich selection of specialized courses. Students explore contemporary Chinese culture and society, develop their Chinese literacy skills, and participate in Chinese theatre productions. They also engage in service-learning projects and prepare for their culminating Graduate Defense presentation. The curriculum is further enriched by Social-Emotional Learning (SEL) and Diversity Studies, complemented by Compass Circle discussions. Students also develop technical skills through coding classes and continue their musical education with instrumental instruction.

This broad course offering ensures our students receive a well-rounded education that develops not only their academic abilities but also their creative, technical, and social-emotional skills.

Action 5: This action was fully implemented. At Yu Ming Charter School, we maintain a robust support system for our Students with Disabilities (SWD) under the leadership of our Director of Student Support Services. Our special education program ensures strict adherence to IEP timelines and provides all mandated services, including compensatory minutes when necessary. We have scheduled Extended School Year (ESY) services to run concurrently with our Summer ELO Program, offering four weeks of continued support.

Professional development remains a priority for our special education team. Through our partnership with El Dorado Charter SELPA, staff have participated in several targeted training sessions during the 2024-25 school year, including: IEE Process and Resources (October 29, 2024); Elementary Math Instructional Strategies (December 2, 2024); Interdisciplinary Assessment of Girls with Suspected Autism (January 9, 2025)

To strengthen our community engagement, we hosted a virtual parent information session on November 7, 2024, focusing on special education services and our Multi-Tiered System of Supports (MTSS). This session helped families better understand the continuum of support available to students.

We're actively working to enhance our dual immersion program support for SWD. On December 4, 2024, we hosted a SELPA site visit specifically focused on this topic. We're also participating in SELPA Round Table Discussions to collaborate with other schools and identify best practices for supporting SWD in dual immersion settings.

Our commitment to continuous improvement includes upcoming dispute resolution training through EDCOE Charter SELPA. The Director maintains regular communication with our program specialist to strengthen program development and address any concerns. Additionally, the Director plans to attend the CEO council meeting scheduled for May 15, 2025, to stay current with SELPA governance and policy updates.

Action 6: This action was fully implemented. At Yu Ming Charter School, we provide comprehensive English Language Development (ELD) support for our English Learner (EL) students through both designated and integrated instruction. Our dedicated Designated ELD (D-ELD) teacher works directly with students in kindergarten through fourth grade through regular pull-out sessions, providing targeted language instruction and support.

For our upper grades, we've implemented additional support through one of our fifth-grade English teachers, who provides specialized D-ELD instruction for students in grades four through eight. This ensures continuity of language support as students' progress through their academic journey.

To enhance our ELD instruction, we utilize Amplify Language Studio, a specialized platform designed to support English language proficiency development. This technology-based tool complements our direct instruction and allows for personalized language learning experiences. Our teaching staff has received enhanced professional development focused specifically on EL support strategies, strengthening their ability to deliver effective integrated ELD instruction across all content areas. This professional learning ensures that language development is supported throughout the school day, not just during designated ELD time.

Through this multi-faceted approach combining targeted instruction, technology resources, and teacher development, we're working to ensure our English Learners develop strong language skills while maintaining academic progress in all subject areas.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for any of the actions under Goal 1.

All expenditure categories remained within acceptable variance thresholds due to effective budget planning, regular monitoring, and proactive management of costs. The organization continues to maintain robust financial oversight to ensure responsible stewardship of allocated resources.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: This action demonstrates strong effectiveness in making progress toward strengthening the Multi-Tiered System of Support (MTSS) and improving student outcomes for Goal 1.

Strong Implementation and Systems: The action has been fully implemented with comprehensive assessment protocols in place across all grade levels. Teachers are consistently administering formative assessments to guide instruction and identify intervention needs, while grade level teams and leadership actively monitor assessment results to ensure students stay on track toward grade-level mastery. No implementation challenges have been reported, indicating smooth operational execution of this critical foundational component.

Positive Academic Outcomes: CAASPP ELA results show improvements from baseline across most student groups, with English Learners improving by 6.6 points and Socioeconomically Disadvantaged students improving by 5.1 points. Mathematics outcomes demonstrate even more significant gains, with all students improving by 8 points and some subgroups like White and Two or More Races students showing positive gains above baseline. Science proficiency measured by CAST assessments shows particularly strong increases, with all students gaining 6.3%, Asian students gaining 8.6%, and Two or More Races students achieving an impressive 26.7% increase. Additionally, English Learner progress indicators show a 4.2% increase in students making progress toward English proficiency.

Data-Driven Decision Making: The comprehensive assessment system has successfully provided teachers with accurate data on student achievement and proficiency levels, enabling more targeted instructional decisions. School leaders report enhanced capacity to support teachers in providing targeted intervention based on assessment outcomes. The systematic approach to data collection and analysis has created effective mechanisms for identifying students needing additional support and measuring the impact of interventions.

Action 1 is highly effective in establishing the foundational assessment infrastructure needed for MTSS implementation. The comprehensive suite of diagnostic, formative, and summative assessments successfully provides the data necessary to inform instructional decisions and target interventions, directly supporting progress toward Goal 1. The strong implementation and positive academic outcomes across multiple measures demonstrate that this action is making meaningful progress toward strengthening the school's ability to address diverse student needs through evidence-based intervention.

Action 2: This action has been highly effective in making progress toward strengthening MTSS and accelerating student learning, though with some implementation challenges that impact consistency.

Strong Structural Implementation: The action has been fully implemented with all planned components in place. Small Group Instructors are providing academic intervention through push-in and pull-out support during the instructional day for students in grades K-5, while middle school students receive targeted intervention during designated Self-Directed Learning periods. The school successfully offers ELOP programming during after-school, intersession, and summer programming to provide consistent academic support during extended breaks. Students also have access to various adaptive online learning platforms for supplemental intervention support.

Innovative Progress Monitoring Systems: A significant advancement this year has been the implementation of a new MTSS progress monitoring system featuring comprehensive spreadsheets tracking all students needing academic intervention across K-8, organized by subject areas. Teachers now complete weekly plans identifying specific learning objectives for intervention and document student mastery levels, creating valuable data points to determine if students need additional supports beyond Tier 2 interventions. This data feeds into a dashboard with demographic information that enables school leaders to identify trends and consider programmatic shifts when needed.

Effective Middle School Restructuring: The middle school schedule has been strategically redesigned to include three periods of common self-directed learning time where content teachers are exclusively available for academic intervention. This focused approach has significantly benefited students by providing dedicated pull-out intervention time, representing a marked improvement from previous years when teachers had to provide intervention while simultaneously monitoring their entire class during Self-Directed Learning periods.

Implementation Challenges Affecting Consistency: Several challenges impact the action's full effectiveness. Since the school has an increasing number of newer teachers, the focus has necessarily been on helping them master Tier 1 instructional practices, which means Tier 2 academic intervention may not be as strong as desired. Approximately half of the Small Group Instructors require continued support and coaching to provide effective targeted intervention to at-risk students. Additionally, consistent use of adaptive online learning platforms varies significantly, as some teachers struggle to allocate time during instructional periods, leading to homework assignments with varied completion rates. Some families have communicated that they intentionally limit technology use at home, requiring additional support to understand the benefits of technology-assisted learning.

Demonstrated Effectiveness Where Implemented: Despite implementation challenges, the action shows clear effectiveness where properly executed. Small Group Instructors are effective, either through direct student intervention or by monitoring classes while classroom teachers provide academic intervention in K-5 settings. Middle school intervention has proven very effective at meeting the goal, particularly with the new scheduling structure. Adaptive learning programs demonstrate effectiveness when used consistently throughout the year, though this consistency remains a challenge.

Action 2 is highly effective in making progress toward Goal 1, with particularly strong results in middle school intervention and progress monitoring systems. The action successfully provides multiple pathways for academic support and intervention, though effectiveness varies based on teacher experience and implementation consistency. The new progress monitoring systems and middle school restructuring represent significant improvements that enhance the school's ability to identify and address student academic needs through targeted intervention.

Action 3: This action is highly effective in establishing comprehensive SEL systems and supports, though implementation consistency varies across grade levels and depends heavily on teacher capacity and coaching support.

Comprehensive SEL Program Implementation: The action has been fully implemented with all planned components in place across K-8. Teachers continue to implement Strong Start Daily, Second Step SEL Curriculum, and Wayfinder SEL curriculum for grades 6-8, while also utilizing the Compass SEL curriculum for grades 3-8. Self-Directed Learning blocks in grades K-2 successfully support students in setting goals, making plans, practicing SEL skills, and reflecting on their learning. The Student Culture Specialists effectively lead student social groups that incorporate lessons and concepts from the SEL curriculum, providing targeted support for students with social-emotional needs.

Enhanced Data Systems and Mental Health Support: A significant advancement this year has been the creation of an All-MTSS Student dashboard by the SEL director that consolidates critical information including Insight SEL data, SAEBRS results, behavior referrals, and academic intervention progress. This comprehensive dashboard serves as a one-stop resource that provides leaders with data for all students to ensure targeted intervention is provided effectively. The school has also implemented Care Solace, a new mental health referral system tool that supports mental health staff in referring students, staff, and families to community mental health resources, addressing a critical need for expanded support options.

Targeted Intervention and Programming Success: SAEBRS data has been effectively utilized to establish three social skills groups led by the Mental Health Clinician, focusing on anxiety, growth mindset, and friendship skills. The Mental Health Clinician has also implemented class-level lessons on neurodivergence for upper elementary students, addressing important awareness and inclusion goals. The Student Culture Specialists have successfully led the Big Dragon-Little Dragon program, fostering leadership and mentoring skills for 2nd grade students and creating positive cross-grade connections.

Implementation Challenges Affecting Consistency: Several significant challenges impact the action's full effectiveness across all settings. Supporting teachers to excel in SEL instruction often competes with coaching them in academic instruction, particularly challenging for newer teachers with limited capacity to focus and grow in multiple areas simultaneously. This capacity issue has specifically impacted K-3 Strong Start Circles and SDL implementation for K-3 students. In middle school, while there is a dedicated SEL teacher leading SEL lessons and Compass circles, this represents a new role and structure requiring intensive coaching support from the Director of SEL. Most Grade 3 teachers are new to the school this year due to expansion at the second campus, resulting in delayed professional development for Compass circles and subsequent delayed implementation.

Capacity Constraints and Assessment Challenges: The need for mental health and social-emotional support exceeds current capacity, despite utilizing various professionals to address these concerns. While the school successfully administers comprehensive surveys like Insights and SAEBRS in the fall, it proves difficult to repeat this assessment process in the spring, limiting the ability to measure growth and adjust interventions accordingly.

Demonstrated Effectiveness - Implemented Well: The addition of the Director of SEL and Equity has proven very effective in building comprehensive dashboards for effective monitoring of SEL and behavior supports. Implementation of Strong Start Circles, Second Step, and SDL targeting SEL skills shows clear effectiveness when implemented with fidelity by skilled teachers. The administration of surveys provides accurate data to support goal achievement, though the current implementation of the Compass framework is only moderately effective as most teachers in grades 3-8 are not yet implementing all components consistently.

Action 3 is highly effective in making progress toward Goal 1, with particularly strong results in data system development, targeted intervention programming, and mental health resource expansion. The action successfully provides a comprehensive framework for addressing social-emotional and behavioral needs, though effectiveness varies significantly based on teacher experience, capacity, and implementation consistency. The strong foundation of SEL curricula, enhanced data systems, and targeted support programs positions the school well for continued progress, particularly as teacher capacity and implementation fidelity improve over time.

Action 4: This action is highly effective in supporting MTSS goals by enhancing student engagement, providing diverse learning opportunities, and contributing to a comprehensive understanding of student needs and strengths.

Complete Implementation with Expanded Offerings: The action has been fully implemented with all students receiving access to a comprehensive course of study beyond core academic subjects. The school successfully provides music classes including choral and instrumental instruction, visual arts, and physical education for grades K-5, while expanding opportunities for upper grades to include Design Lab for grades 5-8. Middle school students in grades 6-8 have access to an even broader array of enrichment courses including Service Learning, Contemporary China, Graduate Defense, Chinese Literacy, SEL and Diversity Studies, Compass Circle, Musical Instruments, Coding, and Chinese Theatre.

Enhanced Student Engagement Supporting MTSS: The broad course offerings directly support Goal 1's MTSS framework by increasing overall student engagement and connection to school. As noted in the implementation review, some students love school even more because of these enrichment opportunities, which creates a positive foundation for academic learning and reduces barriers that might otherwise impede student progress. This enhanced engagement is particularly valuable for students who may struggle in traditional academic subjects but excel in creative, technical, or experiential learning environments.

Diverse Assessment and Data Collection Opportunities: The varied course offerings provide additional data points about student strengths, interests, and learning preferences that inform the MTSS decision-making process. Teachers and administrators can observe student performance across multiple domains, identifying students who may need academic support but demonstrate strength in other areas, or conversely, students who perform well academically but may need social-emotional support in collaborative or creative settings. This comprehensive view of student capabilities supports more tailored intervention strategies.

Support for Diverse Learning Needs: The variety of course offerings address different learning styles and intelligences, providing alternative pathways for student success that align with MTSS principles of meeting diverse student needs. Students who may struggle with traditional academic subjects have opportunities to experience success and build confidence through arts, technology, and experiential learning programs, which can positively impact their overall academic performance and engagement.

Limited Direct Academic Intervention Impact: While the action strongly supports overall student engagement and provides valuable data about student interests and capabilities, it has a more indirect relationship to the core MTSS functions of academic assessment and targeted

intervention compared to other Goal 1 actions. The enrichment courses primarily serve to enhance the overall educational experience rather than directly address specific academic learning gaps or provide remediation.

Action 4 is highly effective in supporting Goal 1 by creating an engaging, comprehensive educational environment that enhances student connection to school and provides valuable data about student strengths and interests. While not directly providing academic intervention, the broad course of study creates conditions that support MTSS success by increasing student engagement, providing diverse assessment opportunities, and addressing varied learning preferences. The seamless implementation and positive student response demonstrate that this action effectively contributes to the school's ability to support all students through a comprehensive, multi-tiered approach to education.

Action 5: This action has been highly effective in ensuring that Students with Disabilities receive comprehensive services within the MTSS framework, though staffing challenges have created some capacity constraints that impact service delivery.

Comprehensive Service Delivery and Compliance: The action has been fully implemented with all required components in place to support Students with Disabilities. The Director of Student Support Services successfully ensures that all IEP timelines are adhered to and that services are provided to students according to their Individual Education Programs, including compensatory minutes when needed. The school has effectively scheduled Extended School Year programming to take place during the summer as part of the Summer ELO Program, ensuring continuity of services during breaks. This systematic approach to compliance and service delivery creates a strong foundation for supporting SWD within the broader MTSS framework.

Professional Development and SELPA Collaboration: The special education team has actively participated in professional learning opportunities offered by the El Dorado Charter SELPA, attending multiple training sessions including the IEE Process and Resources session, Elementary Math Instructional Strategies, and Interdisciplinary Assessment of Girls with Suspected Autism. The school hosted a parent information session on special education services and MTSS, providing families with crucial education about the continuum of supports available to students. Additionally, the school hosted a SELPA site visit specifically focused on supporting Students with Disabilities in a dual immersion program, demonstrating commitment to specialized approaches that address the unique intersection of language learning and special education needs.

Innovation in Dual Immersion Special Education: A particularly noteworthy aspect of this action's effectiveness is the school's contribution to the broader field of special education in dual immersion settings. The team is participating in SELPA Round Table Discussions to partner with other schools in determining best practices for supporting Students with Disabilities in dual immersion programs. This collaborative approach not only benefits Yu Ming's students but contributes to the collective knowledge base about how to effectively serve this specialized population, representing innovative work in an underexplored area of special education.

Staffing Challenges Impacting Capacity: The most significant challenge affecting this action's full effectiveness has been staffing constraints, particularly an unexpected rise in assessment needs combined with understaffing in the school psychologist position. This situation has required the Director of Student Support Services to provide direct services at times to meet student needs. These capacity issues highlight the ongoing challenge of meeting increasing special education needs with limited specialized personnel.

Strong Systems Despite Resource Constraints: Despite staffing challenges, the action demonstrates effectiveness in maintaining essential special education services and compliance requirements. The Director maintains regular communication with the SELPA program specialist to collaborate on program development and dispute resolution, ensuring that the school benefits from external expertise and support. The team is

also preparing to participate in upcoming dispute resolution training led by EDCOE Charter SELPA, which will enhance capacity for preventing and addressing conflicts.

Integration with Broader MTSS Goals: This action effectively supports Goal 1's MTSS framework by ensuring that Students with Disabilities receive appropriate tiered interventions and supports based on their individual needs. The comprehensive approach to service delivery, combined with professional development focused on best practices, ensures that special education services are well-integrated into the school's overall system of supports rather than operating in isolation.

Action 5 is highly effective in making progress toward Goal 1 by establishing comprehensive, compliant, and innovative special education services that integrate well with the school's MTSS framework. While staffing challenges create some capacity constraints, the action successfully ensures that Students with Disabilities receive required services while contributing to the broader knowledge base about serving this population in dual immersion settings. The strong systems, professional development focus, and collaborative approach with SELPA demonstrate that this action effectively supports the school's ability to address diverse student needs through evidence-based intervention and specialized supports.

Action 6: This action has been moderately effective in supporting English Learners within the MTSS framework, with strong programmatic structures in place but mixed outcomes due to staffing challenges that have impacted consistency of service delivery.

Comprehensive ELD Program Structure: The action has been fully implemented with all English Learners receiving both designated and integrated English Language Development services as planned. The school successfully employs a dedicated D-ELD teacher who provides regular targeted pull-out instruction for K-4 students, while a Grade 5 English teacher supports additional designated ELD for students in grades 4-8. Teachers have received enhanced professional development on strategies to support English Learners, and the school continues to utilize Amplify Language Studio to support language proficiency development. This comprehensive approach ensures that ELD services are integrated into the broader MTSS framework rather than operating as isolated interventions.

Enhanced Service Frequency and Resources: A significant improvement this year has been the increased frequency of designated ELD sessions, which has demonstrably had a positive impact on student performance. The school has also begun utilizing ELPAC practice tests to support designated ELD pull-out sessions, providing more targeted preparation for state assessments. Additionally, ELD support has been extended into the Expanded Learning Opportunities Program, ensuring that English Learners receive consistent language development support beyond the regular school day.

Mixed Academic Outcomes: The effectiveness of this action shows mixed results in measurable outcomes. Positively, there has been a 4.2% increase in English Learners making progress toward English proficiency as measured by the English Learner Progress Indicator, rising from 47% to 51.2%. However, other key metrics show concerning declines, including a 7.49% decrease in students achieving English Language Proficiency on the Summative ELPAC (from 38.1% to 30.61%) and a 3.7% decrease in the reclassification rate (from 32.7% to 29%). The significant achievement gap remains evident, with only 20% of English Learners meeting or exceeding standards on CAASPP ELA compared to 85.67% of all students.

Significant Staffing Challenges Impacting Consistency: The most substantial challenge affecting this action's effectiveness has been difficulty hiring and retaining qualified English teachers. One teaching position experienced a late hire two months into the school year, while another teacher departed mid-year in December. These staffing disruptions have directly impacted students in affected classrooms who have not

received consistent, strong Integrated ELD instruction, which is critical for English Learners' academic success across all content areas. This inconsistency undermines the systematic approach that effective MTSS requires.

Strong Foundation Despite Implementation Barriers: Despite staffing challenges, the structural elements of the ELD program demonstrate effectiveness where consistently implemented. The increased frequency of designated ELD sessions, integration of assessment preparation, and extension into after-school programming show the school's commitment to providing comprehensive support. The professional development provided to teachers ensures that when staffing is stable, educators have the knowledge and skills necessary to effectively support English Learners.

Integration with Broader MTSS Goals: This action effectively supports Goal 1's MTSS framework by providing tiered interventions specifically designed for English Learners' unique needs. The combination of designated and integrated ELD services, along with additional supports through academic intervention and ELOP programming, demonstrates a multi-tiered approach to addressing language development needs. However, the staffing inconsistencies have created gaps in this systematic support structure.

Action 6 is moderately effective in making progress toward Goal 1, with strong programmatic design and some positive outcomes, particularly in student progress indicators. However, staffing challenges have significantly impacted the consistency of service delivery, resulting in mixed academic outcomes and highlighting the critical importance of stable, qualified staffing for effective MTSS implementation with English Learners. The strong structural foundation and increased service frequency position the program well for greater effectiveness once staffing stability is achieved, but current inconsistencies limit the action's full potential to support English Learners' academic success.

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

No substantive changes have been made to Goal 1's planned objectives, target outcomes, or actions for the 2025-26 school year based on reflections on prior practice. The comprehensive Multi-Tiered System of Support (MTSS) framework continues to effectively address student needs across academic, social-emotional, and behavioral domains.

- **Metric Alignment Adjustment:** The CA Science Test (CAST) metric will be revised from percentage of students meeting standards to Points from Standard (PFS) to align with CA School Dashboard reporting standards and provide consistency with other academic performance measures.
- **LCAP Structure Continuity:** Yu Ming Charter School will continue developing a one-year LCAP with one-year outcomes, as this approach is allowable for Charter Schools and supports responsive annual planning that can quickly adapt to changing student needs and educational contexts.

The existing actions under Goal 1 have demonstrated effectiveness in supporting student achievement and addressing diverse learning needs through comprehensive assessment systems, targeted interventions, social-emotional support, broad course offerings, specialized services for Students with Disabilities, and enhanced English Learner programming. These evidence-based approaches will continue unchanged, ensuring consistent implementation of successful strategies while maintaining the flexibility to respond to emerging student needs through the annual LCAP development process.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>As part of our Multi-Tiered System of Supports (MTSS) framework, Yu Ming Charter School will implement a comprehensive assessment system to monitor student academic progress, identify individual strengths and needs, inform instructional modifications, guide intervention decisions, and ensure appropriate academic challenge for all students. This system includes diagnostic, formative, trimester, and summative assessments across core academic areas.</p> <p>Diagnostic Assessments (Universal Screeners)</p> <ul style="list-style-type: none"> English Reading: mCLASS DIBELS (K-5) English Reading: STAR Reading (Grades 2-8) Math: Renaissance STAR Math (K-8) Math & Reading: MAP Growth (K-4, Yu Ming Campus #2 only) <p>Formative Assessments</p> <ul style="list-style-type: none"> Daily/Weekly Exit Tickets: English, Chinese, and Math (K-8) Progress Monitoring: DIBELS every 4-6 weeks (K-5) Unit Assessments: Chinese (K-8), Math (K-8), Science (6-8), English (6-8) <p>Trimester Assessments</p> <ul style="list-style-type: none"> Chinese Writing: Learning Headquarter Assessment (K-8) Chinese Reading: Level Chinese Assessment (1-8); Character Reading Assessment (K) English Writing: CKLA Writing Assessment (K-5) English Reading: mCLASS DIBELS (K-2), STAR Reading (2-8) Math: STAR Math (K-8), Trimester Interim Assessments via Illuminate (K-5) <p>End-of-Year Summative Assessments</p>	\$77,186	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Chinese Language Proficiency: STAMP 4Se for Grades 2 and 5; STAMP 4s for Grade 8 Math & Reading: MAP Growth (K-4, Yu Ming Campus #2 only) <p>All assessment data will be analyzed collaboratively by teaching teams to inform instruction, identify students requiring additional support or enrichment, and measure progress toward academic goals throughout the school year.</p>		
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>To address learning gaps and accelerate student achievement, Yu Ming Charter School will implement a comprehensive system of intervention and support services designed to ensure all students progress toward grade-level mastery across core academic areas.</p> <p>Targeted Academic Interventions</p> <ul style="list-style-type: none"> Elementary Intervention (K-5) Small Group Instructors will provide differentiated academic support through both in-class small group instruction and targeted pull-out sessions. Student needs are identified through comprehensive assessment data analysis, with individualized intervention plans and progress monitoring goals developed for each participating student. Middle School Intervention (6-8) Teachers will deliver targeted academic intervention through small group instruction during Self-Directed Learning (SDL) periods. While most students engage in independent work, math, English, science, and Chinese teachers will provide focused support to students requiring additional assistance. <p>Extended Learning Programs</p> <ul style="list-style-type: none"> Summer Boost Program This intensive 4-week academic intervention program, offered at no cost to families in July 2025, will support students not yet proficient in Chinese and English. Participating students will receive daily targeted instruction from 	\$1,692,816	Y

Action #	Title	Description	Total Funds	Contributing
		<p>certified teachers, supplemented by classroom reinforcement during independent work periods.</p> <ul style="list-style-type: none"> • Expanded Learning Opportunities Program (ELOP) Year-round academic support will be provided through after-school programming, intersession periods, and summer enrichment opportunities, ensuring consistent learning reinforcement during extended breaks from regular instruction. I <p>Digital Learning Platforms Students will have access to research-based adaptive online learning platforms to support skill development:</p> <p>English Language Arts</p> <ul style="list-style-type: none"> • Boost Reading (K-5) • Freckle ELA (3-5) <p>Mathematics</p> <ul style="list-style-type: none"> • Khan Kids (K-5) • Freckle Math (K-5, 6-8) • Teach to One Roadmaps (5-8) <p>Chinese Language</p> <ul style="list-style-type: none"> • Word Wall and Arch Chinese (K-5) • Level Learning (K-8) • Better Immersion (K-5) • iChinese Reader (1-8) • WeVideo (6-8) <p>All intervention services will be monitored regularly for effectiveness, with adjustments made based on ongoing assessment data and student progress toward established academic goals.</p>		

Action #	Title	Description	Total Funds	Contributing
3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>In alignment with Yu Ming Charter School's Multi-Tiered System of Supports (MTSS), students will have access to comprehensive services designed to address their social-emotional, behavioral, and mental health needs through evidence-based programming and targeted interventions.</p> <p>Leadership and Framework The Director of Culture will lead the social-emotional learning (SEL) component of our MTSS framework, ensuring consistent implementation of research-based curricula and interventions across all grade levels; train and oversee the Student Culture Specialists at each school site.</p> <p>Universal SEL Programming Elementary (K-4): Strong Start Circle Time and Second Step Curriculum will provide foundational social-emotional skill development for all students.</p> <p>Middle School (5-8): The Compass Framework, including student badge work and weekly circles, alongside the Wayfinder SEL curriculum, will support more advanced social-emotional competency development.</p> <p>Screening and Early Identification The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) will be administered as a universal screening tool to identify students at risk for social-emotional behavioral challenges. This brief, norm-referenced assessment will enable early intervention and targeted support.</p> <p>Targeted Interventions: Students identified as at-risk through screening data will be referred to appropriate support services, including:</p> <ul style="list-style-type: none"> • Individual or group counseling with the Mental Health Clinician • Social skills and friendship groups facilitated by Student Culture Specialists (Funded with Title I: \$78,338; LCFF S&C: \$87,340) • Individualized behavioral intervention plans as needed <p>Self-Directed Learning (SDL) Integration Grades K-2 will participate in dedicated SDL blocks focused on SEL skill development during the first half of the school year, emphasizing goal setting, planning, and reflection. During the second half of the year, SDL time will transition to academic skill reinforcement.</p>	\$412,428	N

Action #	Title	Description	Total Funds	Contributing
		<p>Climate and Culture Monitoring Student well-being and school climate will be assessed through:</p> <ul style="list-style-type: none"> • Insights Survey (7 Mindsets): Measuring social-emotional learning outcomes • Panorama Surveys: Evaluating school climate and student voice <p>These research-based, ESSA-recognized assessment tools provide administrators with visual dashboards for data interpretation and immediate action planning. The compiled data enables evidence-based decision-making for intervention management and continuous improvement of social-emotional learning outcomes schoolwide.</p> <p>All social-emotional and behavioral support services will be monitored regularly for effectiveness, with adjustments made based on ongoing assessment data and student progress toward established goals.</p>		
4	BROAD COURSE OF STUDY	<p>Yu Ming Charter School will provide all students with a comprehensive educational program that extends beyond core academic subjects (English Language Arts, Mathematics, Science, Social Studies, and Physical Education) to include enriching coursework in the arts, technology, global citizenship, and specialized learning experiences.</p> <p>Universal Offerings (K-8) All students will participate in Visual and Performing Arts (VAPA) programming, including both choral and instrumental music instruction, fostering creative expression and artistic development across all grade levels.</p> <p>Elementary Enrichment (K-4) Students in kindergarten through fourth grade will receive foundational exposure to arts and music programming as part of their comprehensive educational experience.</p> <p>Fifth Grade Expansion Fifth-grade students will access expanded learning opportunities including:</p> <ul style="list-style-type: none"> • Design Lab: Hands-on engineering and design thinking experiences 	\$101,688	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Coding: Introduction to computer programming and computational thinking <p>Middle School Specialized Programming (6-8) Middle school students will engage in advanced coursework designed to prepare them for high school success and global citizenship:</p> <p>Technology and Innovation</p> <ul style="list-style-type: none"> Design Lab: Advanced engineering design and maker-space experiences Coding: Progressive computer science and programming instruction <p>Global Citizenship and Leadership</p> <ul style="list-style-type: none"> Social-Emotional Learning (SEL) and Global Citizenship Skills: Development of intercultural competence and civic responsibility Service Learning: Community engagement and project-based learning experiences <p>Chinese Language Specialization</p> <ul style="list-style-type: none"> Contemporary China (Grade 8): Advanced cultural and historical studies Graduate Defense (Grade 8): Capstone project demonstrating academic growth and bilingual proficiency <p>This broad course of study ensures that all students develop well-rounded academic, artistic, technological, and global citizenship competencies essential for success in high school and beyond.</p>		
5	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.	\$1,595,198	N

Action #	Title	Description	Total Funds	Contributing
		<p>The SPED Team comprised of Director of Student Services, Education Specialists, School Psychologist, Behavior Aides, and contracted service providers, will provide all required services to SWD to ensure that the academic, social-emotional, and behavioral needs are met, and support services are provided.</p> <p>The SPED team will continue to participate in professional learning from its SELPA to improve student academic outcomes and accelerate student learning. Yu Ming will offer an Extended School Year (ESY) to address regression in learning.</p> <p>The SPED team will continue to provide increased support and education for parents of SWD including information about; What is SPED, who is it for? Pathways to educational support, and a comprehensive SPED orientation. This is to help parents understand the full continuum of MTSS and the services that are available to them.</p> <p>In addition to these training opportunities, SPED leadership/administration and general education administration will continue to participate in alternative dispute resolution training opportunities through the EDCOE Charter SELPA and the Pathways 2 Partnership program. Some potential exploration areas include facilitated IEPs, navigating and preventing conflict, Admin Designee training, etc. To do this, SPED leadership/administration will continue to collaborate with the SELPA Program Specialist to learn what trainings are offered throughout the year, and what would be most appropriate for the team to engage in. Yu Ming's SPED leadership/administration will participate in the SELPA's Professional Learning Network meetings held throughout the year as well as CEO council to vote on important happenings and initiatives within the EDCOE Charter SELPA.</p> <p>The SPED team will also continue to participate in the Dual Immersion Director's Roundtable to network and gain support for special education programming from other Dual Immersion program leaders.</p>		
6	STRENGTHENING EL PROGRAM & SERVICES	Yu Ming Charter School will continue to enhance the delivery of integrated and designated English Language Development (ELD) programming to accelerate learning, strengthen foundational skills, maintain high English Learner reclassification rates, and increase the	\$47,177	N

Action #	Title	Description	Total Funds	Contributing
		<p>percentage of students demonstrating progress toward English language proficiency as measured by the English Learner Progress Indicator (ELPI).</p> <p>Instructional Leadership A new Director of Academics (English Programs) will oversee the comprehensive ELD program, providing coaching and support for teachers while ensuring K-8 program alignment and coherence.</p> <p>Service Delivery Models Designated ELD Instruction: The Designated ELD teacher, supported by two ELA teachers, will provide targeted academic support through small group and individualized instruction to accelerate English language acquisition.</p> <p>Pull-Out Support: Designated ELD pull-out groups will ensure English Learners receive intensive, focused support to make adequate progress toward English proficiency.</p> <p>Extended Learning Opportunities: Additional designated ELD support will be provided to English Learners through the afterschool Expanded Learning Opportunities Program (ELOP), extending learning time and reinforcement.</p> <p>Professional Development English and ELD teachers will participate in ongoing professional development focused on:</p> <ul style="list-style-type: none"> • Integrated and designated ELD standards implementation • Evidence-based instructional strategies for English Learners • Integration of ELD components into ELA curriculum • ELD curriculum implementation and assessment practices • ELPAC assessment preparation and data analysis <p>Curriculum and Resources English Learners will access research-based curriculum and materials designed to support language acquisition:</p> <ul style="list-style-type: none"> • Amplify Language Studio (K-5): Comprehensive language development programming • Fishtank ELA (6-8): Structured language practice resources integrated with grade-level content 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Summative ELPAC Practice Materials: Assessment preparation and familiarity tools <p>All ELD programming will be monitored regularly for effectiveness, with adjustments made based on ongoing assessment data, ELPAC results, and student progress toward reclassification goals.</p>		

Goal

Goal #	Description	Type of Goal
2	Continue to provide educators and support staff with robust professional learning opportunities, and instructional coaching on the CA Academic content standards, and evidence-based strategies that supports our 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.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Yu Ming Charter School has developed Goal 2 to ensure our educators and support staff have the specialized knowledge and skills necessary to deliver high-quality dual immersion education that prepares students as biliterate critical thinkers and global innovators.

Dual Immersion Expertise Requirements: Our Mandarin immersion program requires teachers with specialized competencies in bilingual education, cross-linguistic transfer strategies, and culturally responsive teaching practices. Robust professional development ensures educators can effectively implement our complex language distribution model and support students' academic success in both English and Mandarin.

Diverse Learning Needs: With 17% English Language Learners, multilingual families, and students from varied cultural backgrounds, our educators need ongoing training in evidence-based strategies that address diverse learning styles and multilingualism needs. Professional learning opportunities enable teachers to differentiate instruction and close achievement gaps across all student populations.

Standards Implementation: Our commitment to full implementation of California Academic content standards while maintaining our dual immersion model requires continuous coaching and support. Educators need specialized training to align state standards with Chinese language instruction and ensure rigorous, standards-based learning in both languages.

Student-Centered Learning Model: As part of Summit Learning Partners, we emphasize student-driven, personalized learning experiences. Our professional development program builds teacher capacity to facilitate student agency, implement project-based learning, and use data-informed instruction that supports individual student growth and development.

Global Competency Mission: Our goal to prepare students as globally competent graduates who can thrive in an ever-changing world requires educators who understand international perspectives, cross-cultural communication, and innovative teaching practices. Ongoing professional learning ensures our staff can model and teach the skills students need for global citizenship.

Continuous Improvement Culture: Regular instructional coaching and professional development ensure continuous improvement in educational practices and student outcomes, directly supporting our mission to unleash every student's potential through evidence-based, rigorous approaches.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
15	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 48.5%	2022-23: 48.4%		2023-24: 65%	-0.1%
16	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
17	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability	<u>2023-24</u> ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 5 World Language: 5	<u>2024-25</u> ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 5 World Language: 5		<u>2025-26:</u> ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: World Language:5	ELA: 0 ELD: +1 Math: 0 Social Science: 0 Science: 0 CTE: NA Health: 0 PE: 0 VAPA: 0 World Language: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)					

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action has been fully implemented. Yu Ming Charter School's leadership structure is currently operating with a Chief Executive Officer overseeing the organization and three Principals leading our school sites. Our instructional team consists of appropriately credentialed teachers delivering our comprehensive educational program. We continue to provide students with an extended learning schedule that includes a longer school day and an academic calendar of 185 instructional days, exceeding California's state requirement of 175 days. This additional instructional time allows for deeper engagement with our dual-language curriculum and enrichment programs.

Currently, we are managing a staffing transition with one English teacher position vacant since January 2025. To ensure continuity of instruction, we have deployed our in-house substitute teachers to maintain the quality of our English language program while we actively recruit for a permanent replacement. This temporary staffing solution allows us to maintain our high standards of instruction during the transition period.

Action 2: This action has been fully implemented. Yu Ming Charter School maintains a dynamic professional development (PD) program that has been fully implemented as planned for the current academic year. At the core of our professional growth model is a comprehensive coaching system, where Instructional Coaches conduct weekly classroom observations followed by targeted feedback sessions. This systematic approach aims to enhance teaching practices, strengthen instructional delivery, build teacher capacity, and promote high retention rates among our faculty. We've successfully implemented a coaching dashboard that collects and analyzes data from weekly classroom walkthroughs. This data-driven approach allows our coaches to identify trends and areas for growth, which directly inform our professional learning offerings and the development of targeted practice labs for teachers.

Leadership engagement remains strong, with Assistant Principals (and the Principal at one campus) providing weekly coaching sessions for our Small Group Instructors (SGIs). To ensure the highest quality of coaching, all instructional coaches, including Principals, Assistant Principals, and teacher-coaches, have received specialized training from Relay on Observation Feedback, enhancing their ability to provide effective guidance and support. Our professional development extends beyond instructional coaching. Principals and Assistant Principals have participated in Compass training, strengthening their ability to support our SEL program implementation. Additionally, our Directors of Academics and SEL/Equity continue their professional growth through external coaching and role-specific professional development opportunities.

Through this comprehensive approach to professional development, we're fostering a culture of continuous improvement and supporting our educators in delivering excellent instruction in our dual-language program.

Action 3: This action has been fully implemented. Yu Ming Charter School ensures all students have access to standards-aligned curriculum and instructional materials through regular assessment and purchasing of educational resources. For the current academic year, we have successfully acquired and distributed most required materials across all grade levels. In our middle school program, we've enhanced our social-emotional learning resources with the addition of the Wayfinder SEL curriculum. This new acquisition supports our commitment to students' holistic development. Currently, we have completed most of our planned curriculum purchases, with one remaining procurement in progress: additional novel sets for our middle school English Language Arts program, which will be acquired for use in the second semester.

Through these strategic investments in instructional materials, we continue to support high-quality teaching and learning across our dual-language program while ensuring all students have the resources they need to succeed.

Action 4: This action has been fully implemented. Yu Ming Charter School maintains a comprehensive one-to-one technology program, ensuring every student and teacher has access to a dedicated device. These devices serve as essential tools for accessing curriculum, instructional materials, online learning platforms, and assessments. To protect our digital infrastructure and users, we have implemented all necessary cybersecurity software and subscriptions. Our IT team actively manages our technology resources, providing regular maintenance, updates, and technical support to keep all devices functioning optimally for daily classroom use.

Through this robust technology support system, we ensure seamless integration of digital resources into our educational program while maintaining a secure learning environment.

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.

Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures

Goal 2, Action 2: Professional Development The estimated actual expenditures were lower than the budgeted amounts due to cost efficiencies achieved through consultant services. A consultant was able to provide the required professional development at a reduced cost compared to the original budget projections, resulting in favorable variance for the school.

Goal 2, Action 3: Core Curriculum Actual expenditures came in below budget as the school implemented deliberate cost reduction measures for core curriculum expenses. These savings were strategically pursued to ensure compliance with financial covenant requirements, demonstrating prudent fiscal management during the budget period.

Goal 2, Action 4: Technology/Equipment Estimated actual expenditures exceeded the budgeted allocation due to an unplanned major computer purchase that occurred at the beginning of the school year. This equipment acquisition was not included in the original budget planning process but was deemed necessary for operational requirements, resulting in higher than anticipated costs in this category.

These variances reflect both planned cost management strategies and responsive decision-making to address emerging operational needs during the budget period.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: The action has been largely successful in implementing its core components, with the CEO and all three Principals employed and providing the necessary leadership structure to support professional development and instructional coaching initiatives. The school continues to provide students with 185 instructional days, exceeding the California state requirement of 175 days, which creates additional time for both student learning and embedded professional development opportunities. This extended schedule directly supports Goal 2 by providing more opportunities for teachers to implement evidence-based strategies and receive ongoing coaching support.

Successful Teacher Recruitment and Early-Year Preparation: A significant strength of this action has been the successful hiring of the majority of teachers before the school year began, which has had a demonstrably positive impact on student learning. Students experienced a stronger start to the school year because teachers were able to receive necessary professional development at the beginning of the year, enabling them to start effectively with students from day one. This early preparation and stable staffing foundation creates optimal conditions for the robust professional learning opportunities and instructional coaching that Goal 2 emphasizes.

Stable Foundation for Professional Development Systems: With the leadership team in place and most teaching positions filled, the school has established a stable foundation that enables consistent implementation of professional development and coaching systems. The presence of qualified administrators allows for the systematic observation, feedback, and coaching cycles that are essential to Goal 2's focus on evidence-based instructional strategies. Having appropriately credentialed teachers in most positions ensures that professional development efforts can build upon existing knowledge and skills rather than addressing fundamental gaps.

Recent Staffing Challenge Impact: The effectiveness of this action has been somewhat diminished by a vacancy in the English teacher position since early January 2025. While this vacancy is being addressed through in-house substitute coverage, the gap represents a significant challenge for Goal 2 implementation, particularly given the school's dual immersion model where English instruction requires specialized skills and ongoing professional development. The absence of a permanent, credentialed teacher in this critical position limits the ability to provide consistent, high-quality instruction that aligns with the school's evidence-based strategies and standards implementation.

Support for Standards Implementation: The employment of appropriately credentialed teachers and administrative staff directly supports the school's full implementation of state academic content and performance standards across all subject areas, as evidenced by the consistent rating of 5 (Full Implementation & Sustainability) across ELA, ELD, Math, Social Science, Science, Health, PE, VAPA, and World Language. This comprehensive standards implementation provides the foundation upon which professional development and coaching efforts can build.

Impact on Broader Educational Program: While credentialing rates have remained relatively stable at approximately 48%, the action's focus on employing qualified administrators and maintaining appropriate staffing levels creates the structural conditions necessary for effective professional learning. The extended school year and stable leadership enable the systematic implementation of coaching cycles, professional development sessions, and evidence-based instructional strategies that Goal 2 prioritizes.

Action 1 is highly effective in establishing the foundational human capital and structural elements necessary for Goal 2's success, with particularly strong results in leadership stability, early-year teacher preparation, and extended learning time. The recent English teacher vacancy represents a notable challenge that could impact the consistency of professional development implementation, but the overall stable staffing

foundation and strong administrative structure position the school well to deliver the robust professional learning opportunities and instructional coaching that Goal 2 emphasizes. The action's effectiveness in creating optimal conditions for teacher development and student-centered learning directly supports the school's mission to prepare students as biliterate critical thinkers and innovative learners.

Action 2: This action was highly effective in providing robust professional learning opportunities and instructional coaching, though capacity limitations create challenges in fully differentiating support for all teacher proficiency levels.

Comprehensive Implementation and Strong Foundation: The action has been fully implemented with all planned professional development components successfully delivered. The school has established a robust professional development program featuring intensive summer preparation, ongoing biweekly sessions during the academic year, and specialized orientation for new staff. This systematic approach ensures that all educators receive foundational training in Core 3 Instructional Practices, curriculum implementation, SEL programs, and evidence-based strategies essential for supporting the dual immersion educational model.

Effective Coaching Systems and Data-Driven Improvement: A significant strength has been the implementation of consistent instructional coaching cycles, with coaches conducting weekly classroom observations and providing structured feedback meetings with teachers. The introduction of a coaching dashboard that captures data from weekly classroom walkthroughs has enhanced the systematic nature of professional development by enabling coaches to review data that informs targeted professional learning and practice labs for teachers. This data-driven approach ensures that professional development is responsive to actual classroom needs rather than generic programming.

Enhanced Leadership Capacity and Preparation: The action shows strong effectiveness in building coaching capacity across the leadership team. All instructional coaches, including Principals and Assistant Principals, have received professional development from Relay on Observation Feedback, ensuring consistent and skilled coaching practices. The Director of Academics has demonstrated success in advance planning for professional development sessions, preparing materials ahead of time so that Principals and Assistant Principals can internalize content and effectively lead sessions with their teachers. This systematic preparation enhances the quality and consistency of professional development delivery.

Targeted Support for Different Staff Roles: The action effectively addresses the diverse professional development needs across different roles. Assistant Principals provide weekly coaching for Small Group Instructors, ensuring alignment of expectations and targeted skill development for paraprofessional staff. Directors of Academics and SEL/Equity receive external coaching or attend professional development aligned to their specialized responsibilities, ensuring that leadership skills continue to develop alongside teaching capacity.

Teacher Response and Retention Impact: Teachers report that they have benefited most from the consistent instructional coaching component of the professional development program, indicating high satisfaction and perceived value. This positive response supports teacher retention and engagement, which directly contributes to Goal 2's emphasis on maintaining quality educators who can implement evidence-based strategies effectively.

Action 2 is highly effective in making progress toward Goal 2 by establishing comprehensive, systematic professional development that successfully builds teacher capacity in evidence-based instructional strategies. The combination of intensive preparation, ongoing coaching, and data-driven improvement creates strong conditions for implementing the Chinese immersion educational program effectively. While capacity limitations prevent full differentiation for all proficiency levels, the action's strong foundation in coaching systems and advance planning positions the school well to continue developing educators who can prepare students as biliterate critical thinkers and innovative learners.

Action 3: This action has been highly effective in providing the essential curricular foundation necessary to support robust professional learning and evidence-based instructional strategies within the Chinese Immersion educational program.

Comprehensive Standards-Aligned Implementation: The action has been fully implemented with all planned curriculum and materials purchased and in use across grade levels. Students have access to comprehensive standards-aligned materials including Chinese leveled books, digital subscriptions, Amplify CKLA, complete science lab materials, and subject-specific middle school curricula. This comprehensive foundation directly supports Goal 2 by providing teachers with high-quality, evidence-based materials for professional learning and coaching efforts.

Strategic Curriculum Selection: The selection of new curriculum for middle school Science, English, and SEL has been particularly effective. Leadership reports these choices support increased rigor, critical thinking, and student-centered learning approaches, with the Wayfinder SEL curriculum specifically aligning with Goal 2's emphasis on evidence-based strategies. These strategic selections provide teachers with robust materials that support sophisticated instructional practices emphasized in professional development.

Support for Professional Development: The comprehensive curricular program directly enables professional development focus areas including Amplify CKLA implementation, Chinese Skills Reading, and standards-based instruction in both languages. Having high-quality materials ensures professional development can focus on pedagogical strategies rather than addressing material gaps, creating optimal conditions for teacher growth and effective coaching cycles.

Dual Immersion Foundation: The comprehensive curricular program specifically supports the dual immersion model with extensive Chinese language materials and digital platforms, enabling teachers to implement sophisticated instructional strategies required for effective dual immersion education and supporting Goal 2's focus on preparing biliterate critical thinkers.

Action 3 is highly effective in supporting Goal 2 by providing comprehensive, standards-aligned curricular materials that serve as the foundation for effective professional development and instructional coaching. The strategic curriculum selection enhances teachers' ability to implement rigorous, student-centered approaches, and while a minor gap exists in novel sets, the overall program strongly supports robust professional learning opportunities and evidence-based instruction.

Action 4: This action has been highly effective in providing essential technology infrastructure that supports robust professional learning opportunities and evidence-based instructional strategies.

Comprehensive Technology Implementation: The action has been fully implemented with all students and teachers having access to technology devices for curricular materials, online platforms, and assessments. All cybersecurity software and subscriptions are in place, creating a secure digital learning environment that provides the technological foundation necessary for modern evidence-based instruction and professional development.

Equity and Access Success: All students in need have received devices for home use along with internet hotspots, ensuring comprehensive curriculum access. This approach directly supports Goal 2 by enabling teachers to implement technology-enhanced strategies knowing all students can participate and allowing for extended professional learning opportunities incorporating digital tools.

Professional Development Enhancement: Reliable technology infrastructure enables teachers to fully participate in professional development focused on digital instructional strategies and online assessment tools. With consistent device access and maintained systems, professional learning sessions can focus on instructional innovation rather than technical troubleshooting, maximizing coaching effectiveness.

Staffing Challenge: The primary challenge has been adequately staffing the tech support team to meet increased student and staff needs. While not preventing full implementation, this could impact sustainability and responsiveness of technology support crucial for maintaining the digital infrastructure that enables evidence-based instruction.

Action 4 is highly effective in supporting Goal 2 by providing comprehensive technology infrastructure that enables evidence-based instruction and robust professional development. While staffing challenges present potential sustainability concerns, the action successfully ensures equitable technology access, creating optimal conditions for implementing innovative instructional strategies and supporting ongoing professional learning in a digital educational environment.

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

No changes have been made to Goal 2's planned objectives, metrics, target outcomes, or actions for the 2025-26 school year based on reflections on prior practice. The comprehensive professional development and instructional coaching framework continues to effectively support educator growth and student-centered learning within the dual immersion educational model.

The existing actions under Goal 2 have demonstrated effectiveness in building teacher capacity through robust professional learning opportunities, systematic coaching cycles, standards-aligned curriculum implementation, and technology support. These evidence-based approaches will continue unchanged, ensuring consistent support for educators while maintaining Yu Ming's commitment to preparing students as biliterate critical thinkers, problem solvers, and global innovators.

The one-year LCAP structure continues to support responsive annual planning that allows for timely adjustments to professional development programming based on emerging educator needs and educational best practices.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>Yu Ming Charter School will maintain a comprehensive leadership and instructional team structure designed to support high-quality educational programming and student achievement across all grade levels and academic areas.</p> <p>Administrative Leadership Structure The school will employ a Chief Executive Officer who provides overall organizational leadership and</p>	\$6,413,950	N

Action #	Title	Description	Total Funds	Contributing
		<p>strategic direction, supported by three Principals who oversee daily operations, instructional leadership, and campus-specific initiatives. This distributed leadership model ensures effective oversight of both campuses while maintaining consistent educational standards and practices.</p> <p>Instructional Staff Yu Ming Charter School will employ appropriately credentialed teachers who meet all state certification requirements and demonstrate expertise in their respective subject areas. All instructional staff will hold valid California teaching credentials and any additional certifications required for specialized programs, including bilingual education and English Language Development.</p> <p>Extended Learning Time To maximize student learning opportunities and support academic achievement, Yu Ming Charter School will provide students with an extended educational program featuring:</p> <ul style="list-style-type: none"> • Extended School Year: 180 instructional days, exceeding California's state requirement of 175 instructional days • Extended Daily Schedule: Longer school days to accommodate comprehensive programming including dual-language instruction, enrichment activities, and targeted intervention support <p>This extended time structure allows for deeper implementation of the dual-language immersion program, additional support for English Learners, enhanced social-emotional learning opportunities, and comprehensive enrichment programming that supports the school's mission of developing bilingual, biliterate, and globally competent graduates.</p> <p>All administrative and instructional staff will participate in ongoing professional development to ensure continuous improvement in educational practices and student outcomes.</p>		
2	PROFESSIONAL DEVELOPMENT	Yu Ming Charter School recognizes that robust, evidence-based professional learning is essential to achieving student success. Our comprehensive professional development program is strategically aligned	\$624,457	N

Action #	Title	Description	Total Funds	Contributing
		<p>to school wide initiatives, identified staff and student needs, and feedback from educational partners.</p> <ul style="list-style-type: none"> • Leadership and Structure Professional development will be led by the Chief Academic Officer in collaboration with Directors of Academics, Director of Culture, and Director of Student Support Services, ensuring coordinated and purposeful learning experiences for all staff. • Professional Development Schedule All educators will participate in four days of intensive summer professional development focused on student culture, MTSS, instructional planning, and diversity, equity, and inclusion. New teachers will receive three additional days of specialized training covering the Yu Ming educational model, research-based instructional practices, Positive Behavioral Interventions and Supports, DEI, and curriculum planning. Throughout the academic year, staff will participate in biweekly professional learning sessions plus two additional non-instructional professional development days. <p>Core Focus Areas Professional development will address instructional excellence through training on Core 3 Instructional Practices encompassing Culture, Rigor, and Data, alongside implementation of Amplify CKLA, English Language Development, Common Core State Standards for ELA and Chinese Language Arts, Chinese Skills Reading and Oracy Development, Standards-based Writing, SBAC Assessment Preparation, and Personalized and Differentiated Instruction.</p> <p>Assessment and data literacy will be strengthened through DIBELS Assessment Implementation and Progress Monitoring training. Social-emotional learning initiatives will include implementation of the Compass Framework, Strong Start and Second Step Curricula, Student Behavior Management, and Restorative Practices.</p> <p>School culture and equity development will focus on Culturally Responsive Teaching Practices, Anti-Bias Anti-Racism Education, and comprehensive Diversity, Equity, and Inclusion training. Student agency and leadership development will encompass Graduate Profile</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>implementation, Student-Led Conferences and Graduate Defense preparation, and Self-Directed Learning facilitation.</p> <p>Coaching and Support Systems All teachers will receive ongoing instructional coaching through weekly or biweekly classroom observations lasting twenty minutes, followed by forty-five-minute feedback meetings with principals, assistant principals, Directors of Academics, or instructional coaches. Weekly five-minute classroom walkthroughs will focus on evidence and growth in Core 3 practices, utilizing the Coaching Educator's Rubric and dashboard to provide clear performance feedback. Teachers not yet demonstrating proficiency will participate in monthly intensive practice labs focused on Core 3 Instructional Practices. Assistant Principals will provide specialized coaching for Small Group Instructors, while a Board-Certified Behavioral Analyst will lead professional development for Behavior Intervention Aides with dedicated release time for coaching and development.</p> <p>Targeted Program Implementation Yu Ming will implement focused classroom walkthroughs examining specific program elements including Strong Start Circle, intervention strategies, Self-Directed Learning, and Compass Circle implementation. This targeted approach ensures teachers receive specific feedback and maintains alignment across classrooms, grade levels, and school sites.</p> <p>Evaluation and Growth All educators will be evaluated using the Teacher Development and Evaluation System or role-specific evaluation tools, with goal setting, reflection, and supervisor feedback occurring at mid-year and end-of-year intervals. This systematic approach ensures continuous improvement and professional growth.</p> <p>Leadership Development Yu Ming will invest in building leadership capacity through specialized training opportunities. New principals and assistant principals will participate in Relay Graduate School of</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Education's Leverage Leadership Institute and Restorative Practices professional development, while senior leadership team members including the Chief Academic Officer, Directors of Academics, Director of Culture, Director of Student Support Services, and Chief Operating Officer will attend conferences and workshops aligned to their specific responsibilities.</p> <p>Support for Teacher Effectiveness To ensure teacher success and credential compliance, Yu Ming Charter School will fund teacher induction expenses and provide mentor support for participating educators. This investment demonstrates the school's commitment to supporting educators throughout their professional development journey. All professional learning initiatives will be monitored for effectiveness and adjusted based on student outcomes, teacher feedback, and ongoing needs assessment to ensure continuous improvement in educational practices and student achievement.</p>		
3	CORE CURRICULAR PROGRAM NEEDS	<p>Yu Ming Charter School will procure standards-aligned curriculum and instructional materials to ensure all students have access to high-quality, research-based educational resources that support the dual-language immersion program and comprehensive academic achievement.</p> <p>Chinese Language Arts and Literature The school will purchase Chinese leveled books and Big Books for grades K-5 to support reading development and literacy instruction. Chinese content literature connected to social science and science will provide cross-curricular learning opportunities for elementary students. The Level Chinese digital subscription for grades K-8 will offer ongoing access to leveled reading materials and language development resources.</p> <p>English Language Arts Amplify Core Knowledge Language Arts (CKLA) curriculum will serve grades K-5, providing systematic literacy instruction aligned with Common Core standards. For middle school students in grades 6-8, the school will implement Fishtank Learning English</p>	\$51,500	N

Action #	Title	Description	Total Funds	Contributing
		<p>curriculum alongside English novel sets to support advanced literary analysis and writing development.</p> <p>Science Education Science lab materials for grades K-8 will support hands-on, inquiry-based learning experiences across all grade levels. Grade 5 will utilize Amplify Science curriculum, while grades 6-8 will implement OpenSciEd curriculum, both providing comprehensive, standards-aligned science instruction that emphasizes scientific practices and cross-cutting concepts.</p> <p>Mathematics Illustrative Mathematics workbooks will support grades 6-8 mathematics instruction, providing students with problem-based learning opportunities aligned with Common Core mathematical practices and content standards.</p> <p>Social-Emotional Learning The Wayfinder social-emotional learning curriculum for grades 6-8 will provide systematic instruction in emotional intelligence, relationship skills, and responsible decision-making to support student well-being and academic success.</p> <p>These curricular investments will be supplemented with appropriate consumable materials and digital resources to ensure sustained implementation throughout the academic year. All selected materials align with California state standards and support the school's mission of developing bilingual, biliterate, and globally competent graduates.</p>		
4	CLOSING THE DIGITAL DIVIDE	<p>Yu Ming Charter School is committed to ensuring equitable access to technology for all students and staff, recognizing that digital literacy and access are essential components of 21st-century education and academic success.</p> <p>Student Technology Access The Information Technology team will ensure that every student has access to an appropriate technology device to support their learning across all curricular areas. These devices will enable students to access digital instructional materials, participate in online learning platforms, complete assignments, and take required assessments. The school will maintain a sufficient inventory of devices to accommodate</p>	\$629,458	N

Action #	Title	Description	Total Funds	Contributing
		<p>student enrollment, including backup devices to ensure continuous access during repairs or technical issues.</p> <p>Educator Technology Support Teachers will receive appropriate technology devices and software subscriptions necessary to deliver high-quality instruction and manage student learning effectively. This includes access to classroom technology tools that enhance instruction, support differentiated learning and facilitate communication with students and families. Professional-grade software subscriptions will enable teachers to create engaging digital content, assess student progress, and collaborate with colleagues.</p> <p>Digital Infrastructure and Security The school will implement comprehensive cybersecurity software and protocols to protect student and staff data while ensuring safe digital learning environments. Network infrastructure will be maintained and upgraded as needed to support reliable internet access and device functionality across all campus locations.</p> <p>Ongoing Assessment and Improvement Technology needs will be evaluated annually through a comprehensive needs assessment process that examines device functionality, software effectiveness, infrastructure capacity, and emerging educational technology trends. Additional purchases and upgrades will be made based on assessment findings, student enrollment changes, curriculum requirements, and technological advancements that support educational goals.</p> <p>Supporting Digital Equity Beyond device provision, the school will address digital equity by ensuring that all students develop the digital literacy skills necessary for academic success and future career readiness. This comprehensive approach to closing the digital divide supports Yu Ming's mission of preparing globally competent graduates who can thrive in an increasingly digital world.</p>		

Goal

Goal #	Description	Type of Goal
3	Engage parents as partners through education, communication, and collaboration that fosters strong relationships and community. Continue to strengthen relationship-centered student, family, and community engagement to build a positive and nurturing school environment, and our commitment to shared decision-making and participatory practices.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Yu Ming Charter School has developed Goal 3 because engaging families as partners is essential to successfully educating "the whole child" and supporting our mission to develop bilingual, biliterate, and globally competent graduates.

Diverse Community Engagement: With families representing multiple languages (English, Spanish, Mandarin), ethnicities (52% Asian, 22% Two or More Races, 9% Hispanic, 8% African American), and socioeconomic backgrounds (34% Socioeconomically Disadvantaged), we must strengthen communication and collaboration to ensure all families feel welcome and empowered to participate in their children's education.

Dual Immersion Family Support: Our Mandarin immersion program requires strong family partnerships to support students' bilingual development. Many families need guidance understanding our unique educational model, language progression, and how to support dual-language learning at home, making robust family engagement critical for student success.

Shared Decision-Making Philosophy: Our commitment to relationship-centered engagement and participatory practices reflects our belief that families are essential partners in educational decision-making. Meaningful parent input through advisory committees, affinity groups, and governance structures ensures our programs meet community needs and values.

Whole Child Education: Successfully implementing our "whole brain and whole heart education" approach requires collaboration between school and home to support students' academic, social-emotional, and cultural development. Strong family partnerships enhance student engagement and create consistent support systems across all environments.

Inclusive Community Building: Our diverse student population, including 17% English Language Learners and 6% Students with Disabilities, requires targeted outreach and culturally responsive engagement strategies to ensure all families can meaningfully participate regardless of language, cultural background, or ability level.

Student Success Impact: Research demonstrates that strong family engagement directly improves student outcomes. By fostering collaborative relationships and creating welcoming, inclusive environments, we enhance student engagement and academic achievement while building the supportive community essential for developing globally competent graduates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
18	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary		2025-26: Good	Exemplary
19	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool .	<u>2023-24:</u> 9. 5 10. 5 11. 5 12. 5	<u>2024-25:</u> 9. 5 10. 5 11. 5 12. 5		<u>2025-26:</u> 9. 5 10. 5 11. 5 12. 5	9. 0 10. 0 11. 0 12. 0
20	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration &	<u>2023-24:</u> 1. 5 2. 5 3. 5 4. 5	<u>2024-25:</u> 1. 5 2. 5 3. 5 4. 5		<u>2025-26:</u> 1. 5 2. 5 3. 5 4. 5	1. 0 2. 0 3. 0 4. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool					
21	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama CORE Survey	<u>2023-24:</u> 60% ES; 62% MS Sense of Safety 74% ES; 57% MS School connectedness	<u>2024-25:</u> 55% ES; 56% MS Sense of Safety 69% ES; 52% MS School Connectedness		<u>2025-26:</u> 60% ES; % MS Sense of Safety 72% ES; % MS School Connectedness	-5% ES; -6% MS Sense of Safety -5% ES; -5% MS School Connectedness
22	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama Family Engagement Survey	<u>2023-24:</u> 88% Sense of Safety 96% School connectedness	<u>2024-25:</u> 85% Sense of Safety 97% School Connectedness		<u>2025-26:</u> 87% Sense of Safety >90% School Connectedness	-3% Sense of Safety +1% School Connectedness
23	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: TNTP Insight Survey	<u>2023-24:</u> 60% Sense of Safety 71% School connectedness	<u>2024-25:</u> 65% Sense of Safety 84% School Connectedness		<u>2025-26:</u> 67% Sense of Safety 86% School Connectedness	+5% Sense of Safety +13% School Connectedness

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action was fully implemented. Yu Ming Charter School has established a vibrant and supportive learning environment through a variety of initiatives designed to enhance school culture and student engagement. Throughout the year, we've enriched student experiences through field trips, community meetings, assemblies, and student performances, each contributing to a stronger sense of school spirit and community connection. To measure the effectiveness of these efforts, we've conducted comprehensive school climate surveys focusing on student connectedness, safety, and sense of belonging. The results of these surveys will be incorporated into our LCAP and Local Indicators report, providing valuable insights into our school community's well-being.

Safety remains a top priority, with our Comprehensive School Safety Plan recently reviewed, updated, and shared with staff to ensure consistent implementation of safety protocols. As part of our commitment to student health, we've completed required hearing and vision screenings for our students.

Through these coordinated efforts, we continue to foster an environment where students feel safe, connected, and engaged in their learning journey

Action 2: This action was fully implemented. Yu Ming Charter School actively engages parents in school governance and decision-making through several established committees. Our parent engagement structure includes representation from families of Unduplicated Pupils (UP) and Students with Disabilities, ensuring diverse voices in our school's leadership. The English Language Advisory Committee (ELAC) has begun its annual meeting cycle, with one meeting completed and three more scheduled for February, March, and April. These meetings provide crucial input on programs and services for English Learners.

Our Parent Advisory Committee (PAC), as established by California Education Code 52062(a)(1), continues to serve as a vital platform for parent input on school-wide initiatives and programs. Working alongside these committees, our FSO Council and Family Affinity Groups provide additional avenues for family engagement and community building. Parent representation extends to our governing board, where parent members actively participate in high-level decision-making. To ensure accessibility for all families, we provide interpreter services upon request for all meetings and communications. Through these structured opportunities for parent involvement, we maintain strong family partnerships in shaping our school's direction and programs.

Action 3: This action was fully implemented. Yu Ming Charter School's family engagement initiatives are thriving under the leadership of our Family Engagement and Outreach Coordinator, who has successfully strengthened connections with our under-represented and low-income families. Through targeted outreach, the coordinator ensures families have clear access to academic resources, technology support, and other essential services to support their children's education. Our Family Affinity Groups have become vibrant communities within our school, meeting monthly to foster inclusion and support. These groups, including Black, LGBTQ+, English learners, Latinx, and Students with Disabilities

families, provide spaces for community building and mutual support. The success of these groups is evident in our increased parent participation and engagement across all communities.

Communication remains strong through our consistent use of ParentSquare, with all correspondence provided in English, Spanish, and Mandarin to meet our community's language needs. Interpreter services continue to be available upon request, ensuring all families can actively participate in school communications and events.

Community events have been particularly successful this year, with well-attended celebrations including Black History events and family cookouts. These gatherings have strengthened our school community and fostered deeper connections among families. The coordinator's focused outreach to English Learner families has resulted in improved attendance and renewed family engagement.

We've seen exceptional parent involvement in school support, particularly in fundraising for our Arts Programming, demonstrating our families' commitment to enriching our school's offerings. Through these coordinated efforts, we've created a more inclusive and engaged school community where all families feel welcomed, valued, and actively involved in their children's education.

Action 4: This action was fully implemented. Yu Ming Charter School operates across three campuses, each maintained to high standards through our dedicated janitorial and maintenance staff. Our facilities team conducts regular upkeep and repairs to ensure safe, clean learning environments at all locations. We assess the condition of each campus through annual Facility Inspection Tool (FIT) evaluations. These comprehensive assessments examine various aspects of our facilities, with results documented in our School Accountability Report Card (SARC), Local Control Accountability Plan (LCAP), and Local Indicators Reports.

Our administrative team promptly reviews and addresses any findings from these inspections, ensuring all facilities issues are resolved efficiently to maintain optimal learning conditions across all three sites.

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.

Goal 3, Action 1: Student Meals The estimated actual expenditures for student meals exceeded the budgeted amounts. The higher than planned costs in this area resulted in an unfavorable variance, indicating that meal program expenses required greater financial resources than originally anticipated in the budget planning process.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: This action has been highly effective in engaging families as partners and building a positive, nurturing school environment that supports community engagement and student well-being.

Comprehensive Implementation of Engagement Activities: The action has been fully implemented with a multitude of activities successfully promoting positive school culture and increasing student engagement. The school has provided numerous field trips, student community meetings, assemblies, and hosted student performances that create opportunities for family involvement and community building. These activities directly support Goal 3 by creating multiple touchpoints for parent engagement and fostering the relationship-centered approach emphasized in the goal.

Strong Safety and Climate Foundation: The Comprehensive School Safety Plan has been reviewed, revised, and presented to staff, with safety protocols consistently adhered to throughout the year. Required hearing and vision screenings have been completed, and the Raptor Visitor Management System ensures secure campus access. The school earned an "Exemplary" rating on the Facility Inspection Tool, maintaining the safe, clean environment that supports positive family engagement and community trust.

Measurable Climate Improvements: School climate surveys demonstrate the action's effectiveness in building positive school connectedness. Elementary students report 69% sense of belonging and 62% feeling of safety, while middle school students report 65% sense of belonging and 57% feeling of safety. These metrics provide concrete evidence that the climate-building activities are creating the welcoming, inclusive environment essential for meaningful parent and family engagement.

Family Engagement Through Experiential Learning: Field trips continue to be particularly effective, serving dual purposes of enhancing student learning and providing meaningful opportunities for families to become more involved in their children's education. This approach aligns perfectly with Goal 3's emphasis on engaging parents as partners through collaborative experiences that strengthen school-family relationships.

Student Leadership and Cross-Grade Connection: The implementation has successfully fostered student leadership through student-led clubs during lunch and cross-grade level activities. These initiatives create a positive school culture that parents and families want to be part of, supporting the community-building aspects of Goal 3's focus on participatory practices and shared decision-making.

Attendance and Engagement Impact: The action shows measurable effectiveness in supporting student engagement, with noted declines in chronic absenteeism. This improvement demonstrates that the positive school climate initiatives are successfully creating an environment where students want to be present and engaged, which in turn provides more opportunities for meaningful family involvement.

Implementation Challenge: The primary challenge noted is families taking vacations during school days, which can impact both student attendance and the effectiveness of planned engagement activities. However, this challenge appears to be external to the action's implementation and does not significantly diminish its overall effectiveness.

Action 1 is highly effective in supporting Goal 3 by creating a positive, safe, and engaging school environment that naturally fosters family participation and community building. The comprehensive approach combining experiential learning opportunities, safety measures, and student leadership development successfully creates the welcoming, inclusive atmosphere essential for meaningful parent engagement and relationship-centered community building. The measurable improvements in school climate and attendance demonstrate that this action effectively supports the school's commitment to shared decision-making and participatory practices.

Action 2: This action has been highly effective in providing meaningful opportunities for parent engagement and shared decision-making through well-established committee structures and robust family participation.

Comprehensive Decision-Making Structure: The action has successfully established and maintained comprehensive structures for parent input including English Language Advisory Committee (ELAC), Parent Advisory Committee (PAC), FSO Council/Family Affinity Groups, and parent representatives on the governing board. Interpreter services are available upon request, ensuring accessibility for diverse families and supporting Goal 3's commitment to inclusive engagement and participatory practices.

High Parent Satisfaction and Engagement: Priority 3 self-reflection metrics demonstrate strong effectiveness with consistent ratings of 5 (Full Implementation & Sustainability) for both parent input in decision-making and parent participation in programs for unduplicated pupils and

students with disabilities. These high ratings indicate that parents feel meaningfully engaged in school decision-making processes and that their voices are valued and incorporated into school planning and operations.

Robust Committee Participation: All planned committee meetings have taken place with robust discussion and meaningful feedback from parents across diverse stakeholder groups. The ELAC meetings provide essential input from English Learner families, while PAC and FSO Council meetings engage broader parent communities in school decision-making. These active committee structures create multiple pathways for parents to contribute to school decisions, directly supporting Goal 3's emphasis on shared decision-making and collaborative partnership.

Effective Resource Integration: The action operates efficiently through integrated staffing and resources that are accounted for in other LCAP actions, demonstrating strategic resource allocation rather than resource constraints. This approach ensures that parent engagement activities are well-coordinated and supported without duplicating costs, while maintaining high-quality implementation of decision-making opportunities.

Meaningful Family Partnership: The strong committee participation and high satisfaction ratings demonstrate that parents feel genuinely engaged as partners in their children's education. The multiple committee structures provide various entry points for different types of families to contribute to school decisions, supporting Goal 3's commitment to relationship-centered engagement and inclusive community building.

Support for Diverse Voices: The comprehensive committee structure ensures that voices from unduplicated pupils, Students with Disabilities, and English Learner families are specifically included in decision-making processes. This targeted inclusion supports Goal 3's emphasis on building welcoming and inclusive learning environments for all community members.

Action 2 is highly effective in supporting Goal 3 by providing multiple, well-functioning pathways for meaningful parent input in school decision-making. The strong committee participation, high parent satisfaction ratings, and comprehensive structures for diverse family engagement demonstrate successful implementation of shared decision-making and participatory practices. The strategic resource integration ensures sustainability while maintaining high-quality opportunities for parents to serve as genuine partners in school governance and planning.

Action 3: This action has been highly effective in engaging parents as partners and building inclusive community relationships, particularly among underrepresented families.

Comprehensive Family Support Implementation: The action has been fully implemented with the Family Engagement and Outreach Coordinator successfully supporting under-represented and low-income families to ensure high participation rates. The coordinator effectively clarifies academic resources, ensures technology access, and facilitates meaningful connections that directly support Goal 3's emphasis on relationship-centered engagement and inclusive community building.

Successful Affinity Group Programming: Family affinity groups have proven critical to increasing participation among non-dominant groups, with monthly meetings for Black, LGBTQ+, English learners, Latinx, and Students with Disabilities families. These groups have been particularly effective, with families in these demographic subgroups reporting feeling highly engaged and welcome at the school. This targeted approach successfully addresses Goal 3's commitment to building welcoming and inclusive learning environments for all families.

Meaningful Community Building Events: School-wide events including Black History celebrations and community cookouts have fostered positive relationships and increased engagement across the school community. These events create opportunities for families to connect with each other and school staff, supporting Goal 3's focus on strengthening relationship-centered engagement and collaborative partnerships.

Enhanced Communication and Accessibility: The continued use of ParentSquare app and comprehensive translation services in English, Spanish, and Mandarin ensures that all families can meaningfully participate in school activities and decision-making processes. Interpreter services available upon request further support inclusive engagement practices.

Targeted Re-engagement Success: The coordinator's focused work with English Learner families on attendance and re-engagement has proven effective, demonstrating the action's ability to address specific community needs while building stronger school-family partnerships. Parents have also shown increased commitment to supporting school programs, including fundraising for Arts programming.

Implementation Challenge and Growth Opportunity: The primary challenge has been expanding opportunities for under-represented families to build community across differences within the school. While affinity groups effectively serve individual demographic communities, creating broader cross-community connections remains an area for continued development.

Action 3 is highly effective in supporting Goal 3 by creating meaningful opportunities for parent engagement and participation, particularly among traditionally underrepresented families. The successful affinity group programming, community events, and targeted family support services demonstrate strong progress toward building the welcoming, inclusive learning environment that Goal 3 emphasizes. While opportunities exist to expand cross-community connections, the action effectively engages parents as genuine partners and strengthens relationship-centered community engagement.

Action 4: This action has been highly effective in providing the foundational safe and welcoming environment essential for meaningful parent engagement and community building.

Exemplary Facility Standards Achievement: The action has been fully implemented with both campuses achieving "Exemplary" ratings on the Facility Inspection Tool for both 2023-24 and 2024-25. This consistent high performance demonstrates the school's commitment to maintaining safe, clean environments that support Goal 3's emphasis on creating welcoming spaces where families feel comfortable engaging as partners in their children's education.

Systematic Maintenance and Reporting: Campuses are well-maintained by janitorial and maintenance staff, with annual FIT reports completed for each site and results transparently reported on the SARC, LCAP, and Local Indicators Reports. Findings are promptly reported to the administrative team and addressed in a timely manner, creating the reliable, safe environment that builds parent trust and confidence in the school community.

Family-Centered Operational Improvements: The school has developed staggered start times to accommodate families with multiple children at different sites and established carpool systems to support family transportation needs. These operational improvements demonstrate responsiveness to family needs and create more accessible opportunities for parent engagement, directly supporting Goal 3's commitment to relationship-centered community building.

Resource Investment and Sustainability: While increased custodial service costs present resource challenges, the school continues to prioritize maintaining exemplary facilities that support comprehensive family engagement activities.

Foundation for Community Activities: The safe, clean, and well-maintained facilities provide the essential foundation for all other Goal 3 activities, including family meetings, community events, student performances, and school assemblies. The exemplary facility conditions create an environment where families feel welcome and comfortable participating in school activities and decision-making processes.

Operational Challenge Management: The primary challenge of increased custodial service costs has been addressed through strategic resource allocation while maintaining service quality. The development of family-friendly operational improvements like staggered start times and carpool coordination demonstrates proactive problem-solving that enhances rather than compromises family engagement opportunities.

Action 4 is highly effective in supporting Goal 3 by providing the essential safe, clean, and welcoming physical environment that enables meaningful parent engagement and community building. The consistent exemplary facility ratings, responsive maintenance systems, and family-centered operational improvements create optimal conditions for the relationship-centered engagement and collaborative community building that Goal 3 emphasizes. While resource costs present ongoing challenges, the action successfully maintains high standards that support comprehensive family engagement activities.

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

No changes have been made to Goal 3's planned objectives, metrics, target outcomes, or actions for the 2025-26 school year based on reflections on prior practice. The comprehensive parent and family engagement framework continues to effectively foster strong relationships, community building, and meaningful partnerships across Yu Ming's diverse school community.

The existing actions under Goal 3 have demonstrated effectiveness in promoting positive school climate, providing meaningful opportunities for parent input in decision-making, supporting inclusive family engagement through targeted outreach and affinity groups, and maintaining safe, welcoming facilities. These relationship-centered approaches will continue unchanged, ensuring consistent support for collaborative partnerships while maintaining Yu Ming's commitment to shared decision-making and participatory practices.

The one-year LCAP structure continues to support responsive annual planning that allows for timely adjustments to family engagement programming based on evolving community needs and feedback from educational partners.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>Yu Ming Charter School is committed to creating and maintaining a safe, welcoming, and positive school climate that supports student well-being, engagement, and academic success. Our comprehensive approach addresses both the physical and emotional safety of all community members while fostering meaningful learning experiences that extend beyond the classroom.</p> <p>Student Engagement and Enrichment The school will provide students with diverse opportunities to engage in authentic learning experiences</p>	\$1,025,245	N

Action #	Title	Description	Total Funds	Contributing
		<p>through carefully planned field trips and outdoor education activities. These experiential learning opportunities will deepen student engagement, enhance motivation, and provide real-world connections to classroom instruction across both English and Chinese language curricula. Student performances and assemblies will be regularly scheduled to showcase student achievements, celebrate cultural diversity, and build community connections while providing students with opportunities to demonstrate their bilingual and artistic talents.</p> <p>Comprehensive Safety Protocols Yu Ming Charter School will maintain and annually review its comprehensive School Safety Plan in collaboration with all staff members to ensure current procedures address evolving safety needs and regulatory requirements. Regular emergency drills including fire, earthquake, and lockdown procedures will be conducted to prepare students and staff for various emergency scenarios. The school will implement the Verkada Visitor Management System to enhance campus security by monitoring and controlling access to school facilities, ensuring that all visitors are properly identified and authorized before entering the campus.</p> <p>Supervision and Monitoring Trained school supervision staff will be strategically positioned throughout campus during instructional time, breaks, and transitions to maintain safe and orderly environments while fostering positive interactions among students. This supervision model supports both physical safety and the development of positive social behaviors aligned with the school's social-emotional learning initiatives.</p> <p>Health and Wellness Services In compliance with state law requirements, Yu Ming Charter School will provide mandatory hearing and vision screenings to identify potential health issues that could impact student learning and academic performance. These health services support early intervention and ensure that all students have access to the resources necessary for academic success.</p> <p>Climate Assessment and Continuous Improvement The school will regularly assess school climate through student, staff, and family feedback to identify areas for improvement and celebrate successes. This data will inform ongoing efforts to maintain a positive, inclusive environment that</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>supports the diverse needs of the Yu Ming Charter School community and promotes the social-emotional well-being of all students.</p> <p>Through these comprehensive initiatives, Yu Ming Charter School will foster an environment where all students feel safe, valued, and engaged in their learning while developing the skills and confidence necessary for academic and personal success.</p>		
2	PARENT INPUT IN DECISION-MAKING	<p>Yu Ming Charter School is committed to meaningful parent and family engagement in educational decision-making processes, ensuring that all families, including those representing Unduplicated Pupils and Students with Disabilities, have authentic opportunities to participate in shaping school policies, programs, and practices.</p> <p>Advisory Committee Structure The school maintains a comprehensive system of advisory committees that provide parents with formal channels for input and collaboration. The English Language Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) offer English Learner families specific opportunities to provide guidance on programs and services affecting their children's educational experience. When applicable, the English Learner Parent Advisory Committee (EL-PAC) serves to fulfill requirements under California Education Code 52062(a)(2), ensuring that English Learner families have dedicated representation in decision-making processes.</p> <p>The Parent Advisory Committee (PAC), established in accordance with California Education Code 52062(a)(1), provides all families with opportunities to participate in school governance and program evaluation. Additionally, the Family School Organization Council and Family Affinity Groups create spaces for families to connect, collaborate, and contribute to school culture and community-building initiatives while providing input on educational programs and school operations.</p> <p>Governance Participation Yu Ming Charter School ensures parent representation at the highest level of school governance through dedicated parent representatives serving on the school's governing board. This</p>	\$3,000	N

Action #	Title	Description	Total Funds	Contributing
		<p>structure guarantees that family perspectives are integrated into strategic planning, policy development, and oversight functions.</p> <p>Accessibility and Inclusion To ensure that all families can meaningfully participate regardless of language barriers, interpreter services are available upon request for all meetings and decision-making processes. This commitment to linguistic accessibility demonstrates the school's dedication to inclusive engagement that honors the diverse backgrounds and languages represented in the Yu Ming Charter School community.</p> <p>Through these comprehensive engagement structures, Yu Ming Charter School ensures that parent and family voices are not only heard but actively integrated into the ongoing improvement and development of educational programs and services that support student success and community well-being.</p>		
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>Yu Ming Charter School is committed to providing comprehensive opportunities for all families, including those of unduplicated students and Students with Disabilities, to engage as meaningful partners in their children's education and the broader school community.</p> <p>Dedicated Family Support: The Family Engagement and Outreach Manager plays a critical role in supporting under-represented and low-income families by ensuring high levels of family participation, providing clarification about academic resources available to support student success, and facilitating access to technology and other educational tools. This position serves as a bridge between families and the school, helping to remove barriers to engagement and ensuring that all families feel welcome and empowered to participate in their children's educational journey.</p> <p>Community Building and Inclusion: Yu Ming Charter School has established Family Affinity Groups designed to build community and foster inclusion for under-represented families within the school environment. The Family Engagement and Outreach Manager facilitates dedicated affinity groups for Black families, LGBTQ+ families, English learners, Latinx families, and families of Students with Disabilities. These groups create supportive communities where families can connect with</p>	\$107,763	N

Action #	Title	Description	Total Funds	Contributing
		<p>others who share similar experiences, access targeted resources, and provide input on school programs and services that affect their children.</p> <p>Communication and Accessibility: School staff will maintain ongoing communication with families through the ParentSquare application, which provides a centralized platform for school announcements, event information, and direct communication between families and educators. To ensure that language is not a barrier to engagement, all correspondence sent to families and guardians will be provided in English and translated into Spanish and Mandarin, as identified through the school's primary language survey and the fifteen percent threshold translation requirement. Interpreter services are available upon request for meetings, conferences, and school events to ensure that all families can fully participate regardless of their primary language.</p> <p>Special Education Community Engagement: Parents of students with disabilities will be invited to participate in the El Dorado County Charter SELPA's Community Advisory Committee, which serves as an important forum for advising the Charter SELPA about the Special Education Local Plan, annual priorities, parent education initiatives, and other special education-related activities. This dynamic collaborative partnership brings together educators, parents, and community members to improve special education services and support. The Community Advisory Committee meets three times annually via online format, with meetings scheduled for October 14, January 20, and April 14 during the 2025-2026 school year.</p> <p>Through these comprehensive engagement opportunities, Yu Ming Charter School ensures that all families have multiple pathways to participate in their children's education while building a strong, inclusive community that supports student success and family well-being.</p>		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	Yu Ming Charter School is committed to providing all students and staff with safe, clean, and well-maintained learning environments across all four campus sites. The school recognizes that high-quality facilities are essential for supporting effective teaching and learning while ensuring the health, safety, and well-being of the entire school community.	\$1,893,417	N

Action #	Title	Description	Total Funds	Contributing
		<p>Comprehensive Facility Management The school maintains a systematic approach to facility management that includes regular inspections, preventive maintenance, and prompt response to identified issues. Facilities staff conduct routine maintenance checks of all building systems including heating, ventilation, air conditioning, plumbing, electrical systems, and safety equipment to ensure optimal functionality and compliance with health and safety standards.</p> <p>Cleaning and Sanitization Protocols Daily cleaning and sanitization procedures are implemented across all campus sites to maintain healthy learning environments. These protocols include regular cleaning of classrooms, common areas, restrooms, and food service areas, with particular attention to high-touch surfaces and areas that support student health and wellness.</p> <p>Annual Assessment and Reporting Yu Ming Charter School will complete the comprehensive Facility Inspection Tool report annually for each of the four campus sites. This detailed assessment evaluates the condition of school facilities across multiple categories including structural elements, cleanliness, electrical systems, heating and ventilation, fire safety, and hazardous materials management. The results of these inspections will be transparently reported through the School Accountability Report Card, Local Indicators Report, and Local Control and Accountability Plan to ensure that families and the community have access to current information about facility conditions.</p> <p>Responsive Issue Resolution Any issues or deficiencies identified through the annual FIT assessment, routine inspections, or daily operations will be addressed in a timely manner based on the severity and potential impact on student and staff safety. The school maintains protocols for prioritizing repairs and improvements, with immediate attention given to any conditions that could pose safety risks or interfere with the educational program.</p> <p>Ongoing Improvement and Investment Beyond addressing identified issues, Yu Ming Charter School is committed to continuous facility improvement that supports the evolving needs of the educational program. This includes maintaining learning spaces that are conducive to both English and Chinese language instruction, ensuring accessibility</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>compliance, and creating environments that support the school's comprehensive academic and social-emotional learning programs.</p> <p>Through these comprehensive facility management practices, Yu Ming Charter School ensures that all campus sites provide safe, clean, and inspiring environments where students and staff can focus on teaching, learning, and community building.</p>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$907,968	\$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
7.93%	0%	\$0	7.93%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	English Learners face significant academic performance gaps with a 6.6-point decline in ELA CAASPP scores and 2.1-point decline in Math CAASPP scores from baseline. Despite achieving 52 points above standard in ELA, only 30.61% are achieving English Language Proficiency on ELPAC, representing a 7.49% decline, while the reclassification rate decreased 3.7% to 29%. Within Yu Ming's dual immersion context, EL students receive only 10-15% English instruction in grades K-2, requiring intensive targeted intervention to accelerate English language	This action is being provided schoolwide: <ul style="list-style-type: none"> Small Group Instructors (SGI) are provided schoolwide because the dual immersion model creates complex academic needs for all students navigating two languages, making seamless integration of intervention support more effective than targeting specific groups. Schoolwide implementation allows flexible push-in and pull-out models without stigmatizing unduplicated pupils while 	The metrics that will be used to monitor effectiveness: <ul style="list-style-type: none"> #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>acquisition and bridge academic language development between Mandarin and English instruction. The gap between strong academic performance and ELPAC results indicates need for assessment-specific preparation and specialized support during extended breaks to prevent regression in language acquisition skills.</p> <p>Socioeconomically Disadvantaged students demonstrate persistent achievement gaps with a 5.1-point decline in ELA CAASPP scores and 1.8-point decline in Math CAASPP scores from baseline. These students show increased chronic absenteeism rates of 1.3%, requiring targeted support to improve consistent school engagement. SED students need comprehensive intervention services including systematic academic support, technology access, and extended learning opportunities during summer and intersession periods to prevent learning loss and level the educational playing field. Action 2 addresses these needs through targeted academic interventions with specialized staff, extended learning programs including Summer Boost and year-round ELOP support, digital learning platforms for additional practice, and systematic progress monitoring with individualized intervention plans. This action is contributing because it is principally directed toward and effective in meeting the increased service requirement for unduplicated pupils, specifically addressing the academic acceleration needs of EL and SED students within the dual immersion educational context.</p>	<p>ensuring EL and SED students receive the intensified support they disproportionately require within mixed classrooms.</p> <ul style="list-style-type: none"> • Interns/Resident teachers are deployed schoolwide to build overall instructional capacity and provide additional academic support across all classrooms. This approach ensures unduplicated pupils benefit from reduced class sizes and increased individualized attention while avoiding segregation, with EL and SED students particularly benefiting from the additional language development and academic intervention support. • Academic tutoring through afterschool ELOP is offered schoolwide to maximize participation and avoid stigmatization while ensuring unduplicated pupils have priority access to extended learning opportunities. Schoolwide availability creates peer learning opportunities and maintains Yu Ming's inclusive culture, but the program specifically targets learning gaps most prevalent among EL and SED students. <p>This schoolwide approach is more effective than limiting services because it leverages the integrated nature of dual immersion education, avoids stigmatization, maximizes operational efficiency, and ensures unduplicated pupils receive intensive support within an inclusive educational model that serves the complex linguistic and academic needs of all students.</p>	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	Not applicable	Not applicable	N/A

For any limited 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, as applicable.

Not applicable

Additional Concentration Grant Funding

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 for 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

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 12,299,793.12	\$ 12,624,405.93

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	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	\$ 70,000	\$ 70,000
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 1,055,282	\$ 1,119,257
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	\$ 283,660	\$ 312,133
1	4	BROAD COURSE OF STUDY	No	\$ 80,585	\$ 80,585
1	5	SERVICES TO SUPPORT SWD	No	\$ 1,367,023	\$ 1,285,368
1	6	STRENGTHENING EL PROGRAM & SERVICES	No	\$ 51,015	\$ 52,162
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 5,698,186	\$ 5,800,627
2	2	PROFESSIONAL DEVELOPMENT	No	\$ 866,112	\$ 767,076
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 179,675	\$ 136,675
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 389,917	\$ 550,669
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ 723,965	\$ 856,058
3	2	PARENT INPUT IN DECISION-MAKING	No	\$ -	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ 100,268	\$ 100,468
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ 1,434,106	\$ 1,493,328

2024-25 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)
\$ 758,422	\$ 645,439	\$ 758,422	\$ (112,983)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 645,439	\$ 758,422.00	0.000%	0.000%

2024-25 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)
\$ 9,973,994	\$ 758,422	0.000%	7.604%	\$ 758,422	0.000%	7.604%	\$0.00 - No Carryover	0.00% - No Carryover

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$11,449,782	\$907,968	7.930%	0.000%	7.930%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$11,691,929	\$2,748,916	\$-	\$234,438	\$14,675,283.28	\$11,199,566	\$3,475,717

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	No				2025-26	\$-	\$77,186	\$77,186	\$-	\$-	\$-	\$77,186	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No				2025-26	\$728,456	\$56,392	\$61,383	\$723,465	\$-	\$-	\$784,848	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	YMCS	2025-26	\$907,968	\$-	\$907,968	\$-	\$-	\$-	\$907,968	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No				2025-26	\$383,912	\$28,516	\$325,882	\$-	\$-	\$86,546	\$412,428	0.000%
1	4	BROAD COURSE OF STUDY	All	No				2025-26	\$98,688	\$3,000	\$3,000	\$98,688	\$-	\$-	\$101,688	0.000%
1	5	SERVICES TO SUPPORT SWD	SWD	No				2025-26	\$1,561,506	\$33,692	\$335,125	\$1,112,181	\$-	\$147,893	\$1,595,198	0.000%
1	6	STRENGTHENING EL PROGRAM & SERVICES	English Learners	No				2025-26	\$47,177	\$-	\$47,177	\$-	\$-	\$-	\$47,177	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No				2025-26	\$6,271,950	\$142,000	\$5,719,110	\$694,839	\$-	\$-	\$6,413,950	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No				2025-26	\$484,787	\$139,670	\$504,715	\$119,743	\$-	\$-	\$624,457	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No				2025-26	\$-	\$51,500	\$51,500	\$-	\$-	\$-	\$51,500	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No				2025-26	\$363,458	\$266,000	\$629,458	\$-	\$-	\$-	\$629,458	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No				2025-26	\$131,311	\$893,934	\$1,025,245	\$-	\$-	\$-	\$1,025,245	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No				2025-26	\$-	\$3,000	\$3,000	\$-	\$-	\$-	\$3,000	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No				2025-26	\$94,638	\$13,125	\$107,763	\$-	\$-	\$-	\$107,763	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No				2025-26	\$125,715	\$1,767,702	\$1,893,417	\$-	\$-	\$-	\$1,893,417	0.000%

2025-26 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
\$ 11,449,782	\$ 907,968	7.930%	0.000%	7.930%	\$ 907,968	0.000%	7.930%	Total:	\$ 907,968
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 907,968

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	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	YMCS	\$ 907,968	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified 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.

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on

an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA’s current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section

15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the

Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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