

# LCFF Budget Overview for Parents

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

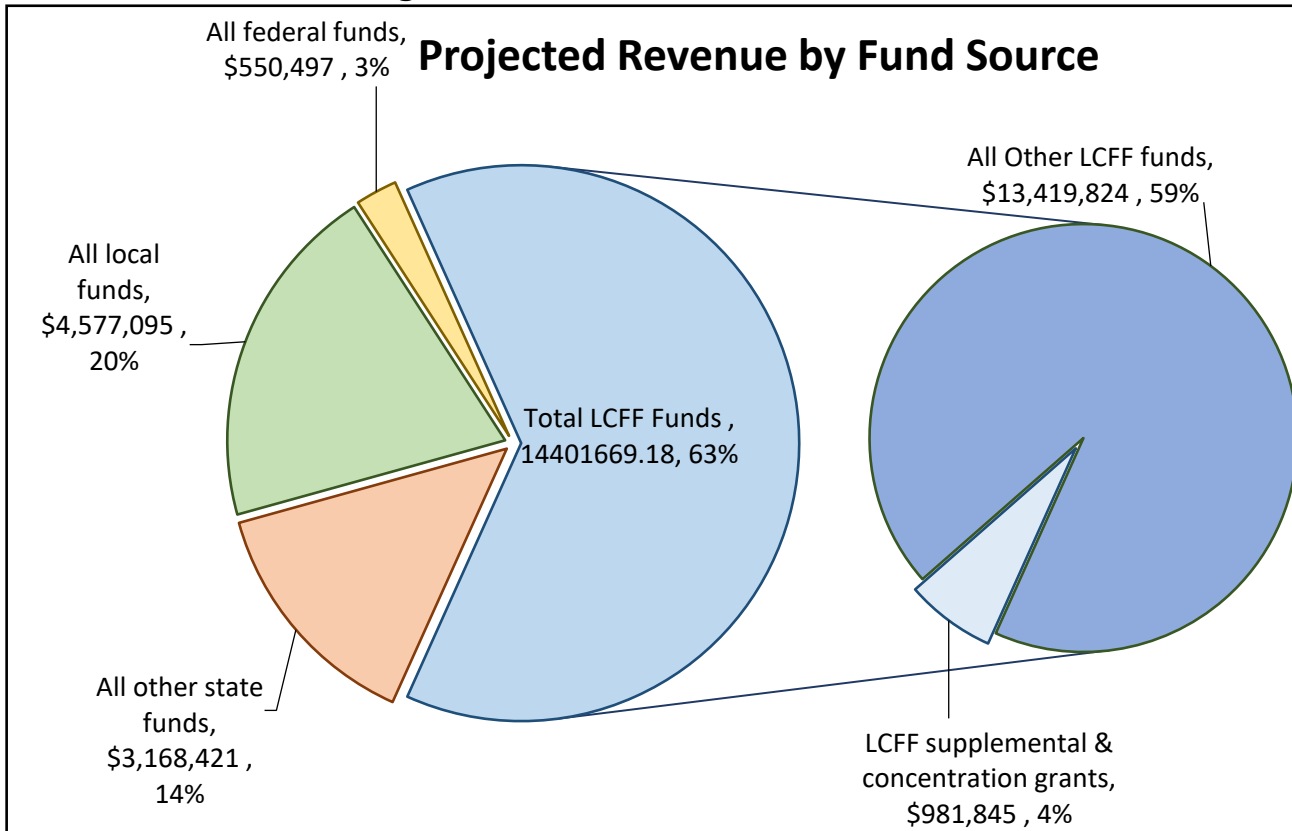
CDS Code: 01-10017-0124172

School Year: 2026-2027

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 2026-2027 School Year

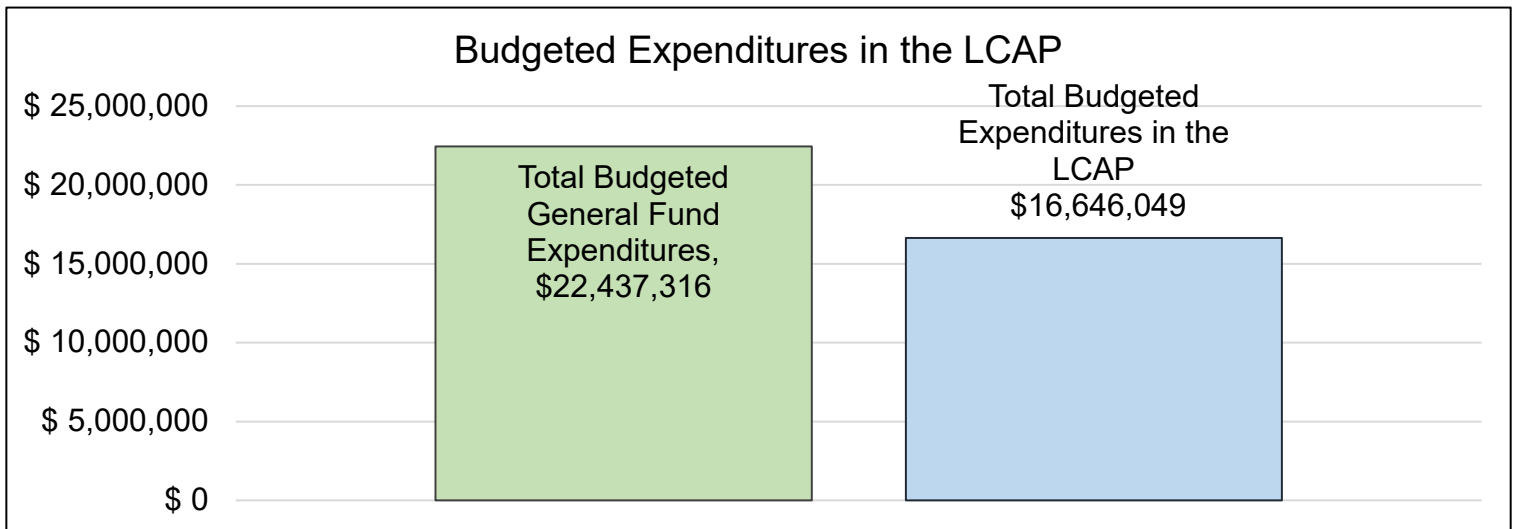


This chart shows the total general purpose revenue Yu Ming Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yu Ming Charter School is \$22,697,681.24, of which \$14,401,669.18 is Local Control Funding Formula (LCFF), \$3,168,420.86 is other state funds, \$4,577,094.60 is local funds, and \$550,496.60 is federal funds. Of the \$14,401,669.18 in LCFF Funds, \$981,845.50 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 2026-2027. 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 \$22,437,315.71 for the 2026-2027 school year. Of that amount, \$16,646,049.32 is tied to actions/services in the LCAP and \$5,791,266.38 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

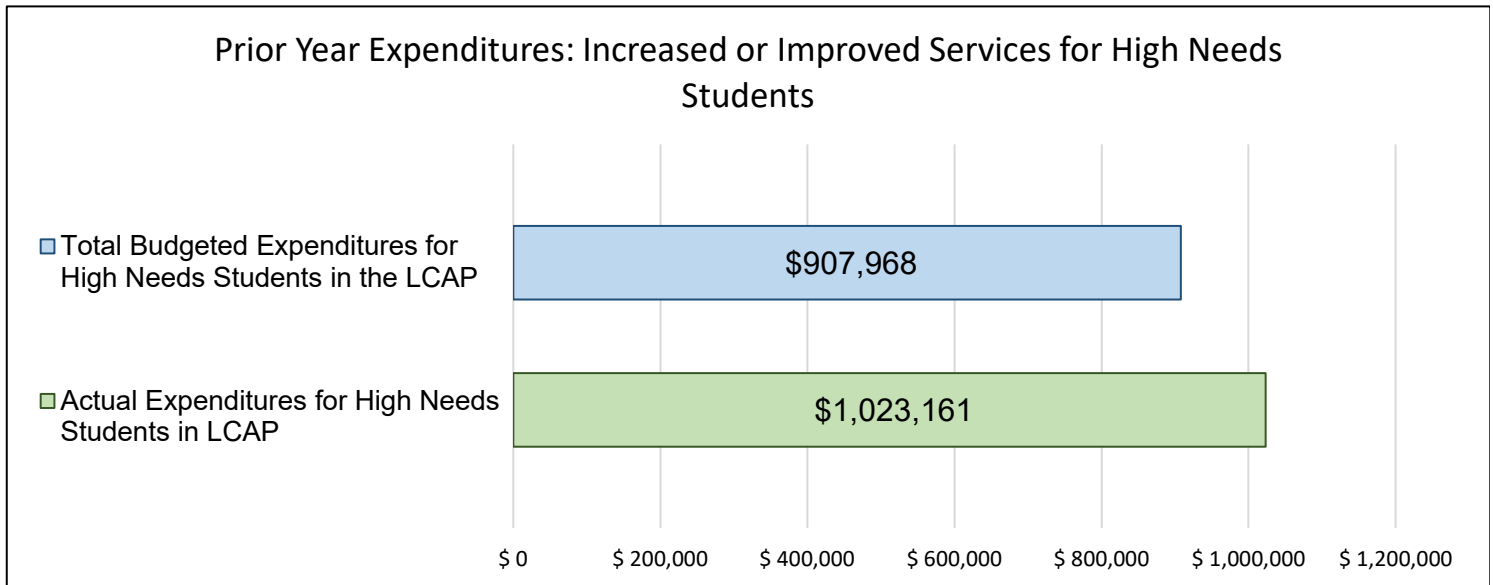
Health and welfare benefits, facilities expenses, other general administrative expenses and other non programmatic expenses.

## Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Yu Ming Charter School is projecting it will receive \$981,845.50 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 \$1,144,368.58 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 2025-2026



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 2025-2026, Yu Ming Charter School's LCAP budgeted \$907,968.00 for planned actions to increase or improve services for high needs students. Yu Ming Charter School actually spent \$1,023,161.00 for actions to increase or improve services for high needs students in 2025-2026.

# 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	<a href="mailto:swang@yumingschool.org">swang@yumingschool.org</a> (510) 452-2063

## Plan Summary 2026-27

### 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 1,059 students in grades TK–8 across multiple campuses in Oakland, California. As California’s first Mandarin immersion charter school, Yu Ming is a recognized leader in bilingual education, personalized learning, and academic excellence.

Yu Ming serves a diverse student body reflective of the broader Oakland community: 52% Asian, 22% Two or More Races, 9% Hispanic, 9% African American, 3% Filipino, and 5% White. In addition, 6% of students are Students with Disabilities, 17% are English Learners, and 34% are Socioeconomically Disadvantaged. The school is committed to equity, access, and high achievement for all student groups.

**Mission and Vision:** Yu Ming’s mission is to provide students from diverse ethnic, racial, socio-economic, and language backgrounds with the opportunity to become fully bilingual, biliterate, and bicultural in Mandarin Chinese and English. The school cultivates an inclusive community of empowered, engaged global citizens who use their education to make a positive difference in the world.

Yu Ming is grounded in the belief that **all children can succeed**. Through a rigorous, data-informed instructional model, the school is committed to unleashing every student’s potential and delivering measurable academic and developmental outcomes.

**Graduate Profile:** Yu Ming graduates develop eight core competencies that prepare them for academic success, civic engagement, and lifelong learning:

1. Self-Awareness– Students develop a deep understanding of themselves through reflection on learning and experience.
2. Self-Direction – Students take ownership of their learning by setting goals, managing time, and persevering through challenges.
3. Collaboration – Students build strong relationships and work effectively with others to achieve shared goals.
4. Global Awareness – Students develop global connections by understanding diverse cultures, perspectives, and communities.
5. Critical Thinking – Students analyze complex issues and evaluate evidence to make informed decisions.
6. Creative Thinking – Students generate innovative ideas and design original approaches to problem solving.
7. Academic Discussion – Students engage in purposeful discussions, expressing ideas clearly and building on the thinking of others.
8. Academic Presentation – Students communicate with clarity and impact across audiences and modalities.

**Campus Locations and Growth:** Yu Ming currently operates four campuses in Oakland:

- Chestnut Campus: Transitional Kindergarten (TK)–Grade 4
- MLK Jr. Campus: Grades 5–8
- Carolyn Campus: Grades K–3
- Adeline Campus: Grades TK, 4-5

The school is in escrow on two permanent facilities that will support long-term stability and growth. One facility will replace the temporary MLK Jr. middle school site, and the Carolyn campus will continue to serve Yu Ming 2 students with planned grade expansion.

**Dual Language Immersion Model:** Yu Ming implements a one-way Mandarin dual language immersion model, with instruction delivered in both Mandarin and English.

- Grade TK: 100% Mandarin
- Grades K-2: 85% Mandarin, 15% English
- Grades 3-4: 70% Mandarin, 30% English
- Grades 5-6: 50% Mandarin, 50% English
- Grades 7-8: 30% Mandarin, 70% English

This model reflects research on second-language acquisition and recognizes the intensive exposure required for English-speaking students to develop proficiency in Mandarin, a tonal language with a logographic writing system. Instruction in Mandarin is delivered by native or near-native speakers, while English instruction is led by native English-speaking teachers.

### **Educational Program and Instructional Approach**

**Personalized Learning:** Yu Ming integrates personalized learning to promote student agency, critical thinking, and deep engagement. Students take ownership of their learning through goal-setting, inquiry, and real-world application of knowledge. Thematic units challenge students to collaborate, analyze complex problems, and design authentic solutions, resulting in stronger retention and conceptual understanding.

**Curriculum and Instruction:** Instruction is aligned to Common Core State Standards, Next Generation Science Standards (NGSS), and ACTFL Language Proficiency Guidelines. Key features include:

- English curriculum and assessments aligned to the Science of Reading
- Systematic Mandarin literacy development from Kindergarten through Grade 8
- Math and Science curriculum that is problem-based and inquiry-driven.
- Instructional strategies include explicit instruction, small-group learning, technology integration

The TK and Kindergarten program emphasizes oral language development within a developmentally appropriate early literacy framework.

**Assessment and Data-Informed Instruction:** Student progress is monitored through diagnostic, formative, and summative assessments and regular data analysis and planning. Annual summative assessments include CAASPP (English Language Arts and Mathematics) and STAMP

(Mandarin). Assessment data—both qualitative and quantitative—is shared regularly with students and families through conferences and ongoing communication.

**Student Supports and Services:** Every student has personalized learning goals addressing academic growth as well as social and emotional skills. Students requiring additional support may access the Coordination of Services Team (COST) process, Student Support Team (SST) process, 504 Plans, or Individualized Education Programs (IEPs) as appropriate. English Learners receive targeted instruction designed to accelerate English proficiency while meeting grade-level academic standards.

**Enrichment, STEAM, and Technology:** Yu Ming offers a well-rounded education that includes:

- Weekly performing arts instruction for all students
- STEAM-integrated projects in the Design Lab for upper-grade students

### **Research Foundation and Model Sharing**

Yu Ming’s model is grounded in extensive research demonstrating that immersion education improves language proficiency, cognitive flexibility, academic achievement, and long-term educational outcomes. Bilingual students consistently outperform monolingual peers across demographics and are more likely to enroll in college and advanced coursework.

Yu Ming also serves as a model-sharing school, providing professional development and technical assistance to Chinese and Spanish immersion programs across the state of California. Following a successful year 1 cohort, with six partner schools, the initiative will continue expanding to include additional sites.

### **Academic Performance and Outcomes**

Yu Ming students consistently outperform district, county, and state averages on CAASPP, including for historically underserved student groups. In 2024, Yu Ming ranked among the **top 1% of California schools** for achievement among African American, Hispanic/Latinx, English Learner, socioeconomically disadvantaged students, and students with disabilities. Yu Ming is the **highest-performing public elementary and middle school in Alameda County**.

In 2026, Niche rankings placed Yu Ming:

- A+ Overall Niche Grade
- #2 Best Charter K-8 School in California
- #1 Best Public K-8 School in Alameda County
- #1 Best Charter K-8 School in Alameda County
- #3 Best Public K-8 School in San Francisco Bay Area

Yu Ming Charter School delivers an engaging, rigorous, and inclusive education that empowers students to become bilingual, academically strong, and globally minded leaders prepared for future success.

# Reflections: Annual Performance

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

The following table presents Yu Ming Charter School's performance on the 2025 California School Dashboard, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations. With the release of the 2025 Dashboard, the State Board of Education (SBE) added the Science Academic Indicator and assigned it a performance level (color) for the first time.

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

**Supported, Not Excluded: Yu Ming's 2025 Dashboard Suspension Rate Results:** Yu Ming Charter School received a Blue performance level on the Suspension Rate Indicator on the 2025 California School Dashboard for the All Students group, reflecting a schoolwide suspension rate of 0.2%. The school maintained suspension rates of 0% for English learners, African American students, Asian students, and White students, each of which contributed to the Blue performance level recognition across these student groups. Students of two or more races received a Green performance level with a suspension rate of 0.5%. These outcomes reflect Yu Ming's sustained commitment to a school culture in which students are supported, not excluded, and in which behavioral incidents are met with restorative, instructional, and developmentally appropriate responses rather than punitive removal from the learning environment.

**Commitment to a Multi-Tiered System of Supports:** Yu Ming's exceptionally low suspension rates are not incidental. They are the direct result of an intentional, schoolwide Multi-Tiered System of Supports (MTSS) framework that integrates academic, social-emotional, behavioral, and mental health supports under a coordinated structure. The school treats student behavior not as a discipline issue to be managed in isolation but

as information about student needs that should be understood, addressed, and supported. This orientation, embedded across all four campuses and all grade levels, shapes how staff respond to behavioral challenges, how teachers structure their classrooms, and how the school invests its resources in the conditions that allow students to thrive.

**Universal Social-Emotional Learning:** At the Tier 1 level, every Yu Ming student participates in evidence-based social-emotional learning instruction designed to build the self-awareness, self-management, social awareness, relationship skills, and responsible decision-making competencies that prevent behavioral incidents before they occur. Students in kindergarten through fifth grade participate in Strong Start Circle Time and the Second Step curriculum daily, with continuity of Second Step extended into fifth grade beginning in the 2026-27 school year to support a smooth transition into middle school programming. Students in third through eighth grade participate in the Compass Framework, which includes student badge work and weekly circles, and middle school students will additionally engage with social-emotional learning curriculum from Girls Leadership beginning in 2026-27. Students in kindergarten through second grade participate in Self-Directed Learning blocks focused on goal setting, planning, and reflection. These structured experiences build a common SEL vocabulary, model the behaviors that support a positive learning community, and reinforce the relational habits that allow students to navigate conflict without escalation.

**Universal Screening and Early Identification:** Yu Ming administers the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) at multiple points across the year to identify students who may benefit from Tier 2 or Tier 3 support before behavioral challenges intensify. The school also administers the Insights Survey, drawn from the 7 Mindsets framework, and locally administered SEL surveys that capture climate, sense of belonging, and student voice. Survey and screening data are reviewed by the Director of Culture, Student Culture Specialists, classroom teachers, and the Mental Health Clinician to identify both individual students and broader patterns that warrant intervention. This early identification system enables Yu Ming to respond to emerging needs proactively rather than reactively, and it shifts the school's posture from one of waiting for incidents to one of anticipating and preventing them.

**Targeted Behavioral and Mental Health Supports:** For students identified through SAEBS data, teacher referral, or other early warning indicators, Yu Ming provides a range of Tier 2 and Tier 3 supports. The Mental Health Clinician, who shifted to a full-time role during the 2025-26 school year, provides individual and group counseling to students whose social-emotional or mental health needs warrant clinical support. Student Culture Specialists facilitate social skills groups and friendship groups organized around areas of identified need, including anxiety, growth mindset, self-regulation, and interpersonal skills. The Care Solace mental health case management referral system connects students, staff, and families with community mental health resources beyond the school's direct services. Beginning in the 2026-27 school year, the addition of Restorative Support Specialists at each of Yu Ming's four campuses will further strengthen the school's Tier 1 and Tier 2 behavioral support capacity. The Restorative Support Specialists will assist with the development and implementation of behavioral intervention plans for students who require structured behavior support, ensuring that students with the most intensive behavioral needs receive individualized, evidence-based interventions in lieu of exclusionary discipline.

**Restorative Practices and Coordinated Discipline Response:** Yu Ming has consistently approached discipline through a restorative lens, working with students to repair harm, restore relationships, and re-engage with the learning community after a behavioral incident. The school's discipline framework prioritizes alternatives to suspension wherever appropriate and reserves exclusionary discipline for the limited circumstances in which it is required. Educational partner feedback for the 2026-27 school year, including from teachers, classified staff, and the Parent Advisory Committee, reinforced the importance of expanding the school's restorative capacity, leading directly to the creation of the Restorative Support Specialist role. The integration of restorative practices into the daily life of each classroom and campus, supported by trained

staff and overseen by the Director of Culture, ensures that behavioral responses are consistent across sites and consistent with the school's broader social-emotional commitments.

**A Safe Learning Environment Where Students Feel Connected:** Yu Ming's commitment to a safe, welcoming, and inclusive learning environment is reflected not only in its discipline outcomes but in the broader experience of students at the school. The school maintains and annually reviews its Comprehensive School Safety Plan, conducts regular emergency drills, and uses the Verkada Visitor Management System to monitor and control campus access. Trained school supervision staff are positioned strategically throughout each campus during instructional time, breaks, and transitions to maintain safe and orderly environments while fostering positive interactions among students. Hearing and vision screenings are conducted in accordance with state law to identify health concerns that could affect a student's ability to engage and learn. Field trips, outdoor education, student performances, and schoolwide assemblies create opportunities for students to build relationships with peers and staff, celebrate cultural diversity, and develop a sense of pride in their school community. Beginning in the 2026-27 school year, professional development from Playworks will further strengthen the social and physical dimensions of student play during recess, physical education, and extended care, building consistent, research-based approaches that support a positive school climate during the unstructured times when peer conflict is most likely to occur.

**Family Engagement and Community Belonging:** A safe and connected school environment is sustained through the strength of the relationships among students, families, and staff. Yu Ming's Family Engagement and Outreach Manager facilitates affinity groups for Black families, LGBTQ+ families, families of English learners, Latinx families, and families of students with disabilities, building communities of belonging that reinforce the inclusive culture of the school. Multilingual communication through the ParentSquare platform, accessible translation in Spanish and Mandarin, and interpreter services for meetings ensure that language is not a barrier to family partnership. Family engagement around attendance, expanded in the 2026-27 school year through proactive family liaison outreach at the three-absence threshold, further strengthens the connection between school and home for the students who most benefit from sustained support.

The Blue and Green performance levels Yu Ming earned on the 2025 California School Dashboard Suspension Rate Indicator reflect the cumulative effect of an integrated MTSS framework, universal social-emotional learning, evidence-based screening, targeted behavioral and mental health supports, restorative practices, safe and well-supervised campuses, and authentic engagement with families and the broader school community. The school remains committed to maintaining and strengthening this system in the 2026-27 school year and beyond, ensuring that every Yu Ming student, regardless of background, learning profile, or campus, experiences a school environment that is safe, supportive, and connected.

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**Where Multilingual Learners Thrive: Yu Ming's Blue and Green Dashboard Performance:** Yu Ming Charter School achieved exceptional results on the 2025 California School Dashboard Academic Indicators. For the All Students group, the school received a Blue performance level on the English Language Arts, Mathematics, and Science Academic Indicators. The Asian student group also received Blue performance levels across all three indicators. The English Learner, Socioeconomically Disadvantaged, African American, Hispanic, and Two or More Races student groups each received a Green performance level on the same three indicators. The schoolwide Distance from Standard on the 2025 Dashboard reflects a Distance from Standard of +82.1 points in English Language Arts and +100.6 points in Mathematics for the All Students group, performance that places Yu Ming among the highest-performing elementary and middle schools not only in Alameda County and the San Francisco Bay Area, but in the state of California as a whole.

These outcomes are particularly noteworthy in the context of Yu Ming's educational model. Yu Ming is a Mandarin immersion public charter school in which students learn academic content in Mandarin and English across grades K-8, with the majority of instructional time in the early grades delivered in Mandarin. That students achieve at this level on California assessments delivered in English, while simultaneously developing proficiency in a Category IV-difficulty world language, reflects the depth and integrity of the school's instructional program.

**A Coherent, Standards-Aligned Instructional Program:** Yu Ming's academic results begin with a coherent, standards-aligned instructional program. English Language Arts instruction is aligned to the Common Core State Standards and grounded in the Science of Reading, with kindergarten through fifth grade students using Amplify Core Knowledge Language Arts and sixth through eighth grade students using Fishtank ELA and English novel sets. Mathematics instruction is aligned to the Common Core State Standards for Mathematical Practice and content, with grades 6 through 8 using Illustrative Mathematics. Science instruction is aligned to the Next Generation Science Standards, with fifth grade using Amplify Science and grades 6 through 8 using OpenSciEd. Mandarin literacy is developed systematically from kindergarten through eighth grade through Chinese leveled books, Big Books, the Level Chinese digital platform, and content literature integrated across science and social studies. Curricular coherence across grade levels and content areas, paired with the explicit articulation of standards-aligned learning targets, ensures that what students experience in one classroom builds intentionally on what they experienced the year before and prepares them for what comes next.

**Multi-Tiered System of Supports:** The Multi-Tiered System of Supports (MTSS) framework is the operational backbone of Yu Ming's academic results. Universal screening through mCLASS DIBELS, Renaissance STAR Reading, and Renaissance STAR Math identifies every student's instructional needs at the beginning of the year, with 100% of students completing the Fall diagnostic windows. Progress monitoring through STAR, DIBELS, unit assessments, and Yu Ming's centralized MTSS Progress Monitor allows teachers to track each student's growth toward learning objectives on a weekly basis. Trimester Chinese Writing assessments, Chinese reading assessments, CKLA writing assessments, and trimester interim assessments through Illuminate provide additional checkpoints across the year. End-of-year STAMP 4Se and STAMP 4S assessments capture Mandarin proficiency at second, fifth, and eighth grade transition points. This assessment system ensures that no student goes unidentified within MTSS and that every intervention decision is grounded in current, reliable data.

**Targeted Academic Intervention and Acceleration:** Universal screening and progress monitoring inform a targeted intervention and acceleration system that operates within the school day, after school, and during the summer. At the elementary level, Small Group Instructors deliver differentiated academic support through in-class small group instruction and pull-out sessions, with individualized intervention plans and progress monitoring goals for each participating student. At the middle school level, classroom teachers deliver intervention during the Self-Directed Learning period, pulling small groups for targeted instruction while peers engage in independent work. The Summer Boost Program provides four weeks of intensive intervention at no cost to families, prioritizing students who are not yet proficient in English or Chinese. The Expanded Learning Opportunities Program (ELOP) extends academic support and enrichment beyond the regular school day through after-school programming, intersession periods, and summer enrichment. Adaptive digital learning platforms across English Language Arts, Mathematics, and Mandarin provide personalized practice calibrated to each student's instructional level. The school's mid-year data reflects that approximately 20% of students participating in intervention are expected to exit intervention based on demonstrated growth, a meaningful indicator of program effectiveness.

**Robust Professional Learning and Instructional Coaching:** Yu Ming's academic outcomes are sustained by a workforce of educators who are continuously developing their practice. Teachers participate in four days of intensive summer professional development, biweekly professional learning sessions during the academic year, and two additional non-instructional professional development days. New teachers receive four days

of dedicated onboarding for the 2026-27 school year, an expansion from three days in prior years. Core 3 Instructional Practices, encompassing Culture, Rigor, and Data, are reinforced through differentiated professional learning calibrated to teachers who are new to Yu Ming, returning teachers, and distinguished teachers. Instructional coaching is delivered through weekly or biweekly classroom observations, forty-five-minute feedback meetings, and five-minute classroom walkthroughs documented through the Coaching Educator's Rubric and dashboard. New principals and assistant principals participate in the Leverage Leadership Institute through Relay Graduate School of Education. This system of professional learning and coaching ensures that instructional quality is not dependent on individual teacher initiative but is built into the operating rhythm of the school.

**How Multilingual Learners Thrive at Yu Ming:** The Green performance levels achieved by English learners, socioeconomically disadvantaged students, African American students, Hispanic students, and students of two or more races reflect Yu Ming's commitment to ensuring that historically underserved student groups have meaningful access to high-quality instruction within a rigorous Mandarin immersion program. The school's multilingual learners do not merely participate in the immersion program; they thrive within it.

Yu Ming's approximately 17% English learner enrollment includes students whose home languages include Cantonese, Spanish, Tigrinya, Vietnamese, Amharic, Japanese, other Sino-Tibetan languages, Tongan, Thai, Portuguese, and Korean. Approximately 70% of English learners speak a third language at home in addition to Mandarin and English. These students are developing literacy and academic content knowledge in three languages simultaneously, and they are achieving at levels that exceed those of monolingual peers in many California schools.

Several features of Yu Ming's program enable multilingual learners to thrive. The first is the integration of designated and integrated English Language Development with daily content instruction, supported by two FTE designated ELD teachers and structured weekly collaboration time between designated ELD and ELA teachers. The second is the use of research-based curricula designed for multilingual learners, including Amplify Language Studio in kindergarten through fifth grade and Fishtank ELA with embedded language scaffolds in sixth through eighth grade. The third is the school's approach to Mandarin immersion itself, which research consistently demonstrates produces cognitive flexibility, executive function, and metalinguistic awareness benefits that extend across all academic domains. Bilingual students consistently outperform monolingual peers on a range of academic measures, and Yu Ming's results reflect this research base. The fourth is the school's commitment to early, intensive language exposure delivered by native or near-native Mandarin-speaking teachers and native English-speaking teachers, ensuring that students receive high-quality language input in both languages. The fifth is the family engagement structure that supports multilingual families through multilingual communication, affinity groups for English learner families, and direct partnership with the Family Engagement and Outreach Manager.

**Equity-Driven Use of Data:** The convergence of Blue performance levels for the All Students and Asian student groups and Green performance levels for English learners, socioeconomically disadvantaged students, African American students, Hispanic students, and students of two or more races reflects deliberate, data-driven attention to closing achievement gaps within Yu Ming's strong overall performance. Disaggregated outcomes are reviewed across student groups during data review cycles, and resource allocation, intervention design, and professional development priorities are calibrated to the needs of the student groups for whom outcomes lag the schoolwide average. The school's investment in Small Group Instructors, the Summer Boost Program, the maintenance of 2 FTE designated ELD staffing, and the recently added Restorative Support Specialist position at each campus all reflect the school's commitment to ensuring that high overall achievement is matched by high achievement for every student group.

**Distinguished Recognition;** Yu Ming's performance has been recognized through multiple external evaluations. In 2024, Yu Ming ranked among the top 1% of California schools for achievement among African American, Hispanic/Latinx, English Learner, socioeconomically disadvantaged

students, and students with disabilities, and was identified as the highest-performing public elementary and middle school in Alameda County. In 2026, Niche rankings placed Yu Ming as the #2 Best Charter K-8 School in California, the #1 Best Public K-8 School and #1 Best Charter K-8 School in Alameda County, and the #3 Best Public K-8 School in the San Francisco Bay Area, with an A+ Overall Niche Grade. The 2025 California School Dashboard results are consistent with this body of external recognition.

The Blue and Green performance levels Yu Ming earned on the 2025 California School Dashboard ELA, Mathematics, and Science Academic Indicators reflect the cumulative effect of a coherent standards-aligned instructional program, a rigorous Multi-Tiered System of Supports, targeted intervention and acceleration, robust professional learning and instructional coaching, and an equity-driven approach to data that ensures every student group is supported to thrive. For Yu Ming's multilingual learners, these results reflect not the limits of what is possible within a Mandarin immersion program but a demonstration of what is achievable when high expectations, high-quality instruction, and intentional support converge. The school remains committed to sustaining and building on these results in the 2026-27 school year and beyond.

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**Chronic Absenteeism Indicator: Reflections on 2025 California School Dashboard Performance:** Yu Ming Charter School achieved an exceptionally low chronic absenteeism rate of 3.1% schoolwide on the 2025 California School Dashboard, resulting in a Yellow performance level for the All Students group. The Asian student group received a Blue performance level with a rate of 1.2%, English learners received a Green performance level with a rate of 2.4%, and students of two or more races received a Green performance level with a rate of 2.8%. These outcomes place Yu Ming among the strongest-performing schools in California on this indicator, particularly considering that the statewide chronic absenteeism rate was 19.4% in 2024-25 and that sustained chronic absenteeism above pre-pandemic levels has been a defining challenge for K-8 schools across the country in the post-pandemic period.

**Context for Student Group Performance Levels:** Several student groups received Orange performance levels on the Chronic Absenteeism Indicator, including students with disabilities, African American students, Hispanic students, White students, and socioeconomically disadvantaged students. While the school takes these performance levels seriously and has designed a targeted 2026-27 Action Plan in response, the underlying numbers warrant important context. Because Yu Ming's student group sizes for several of these groups are small, a relatively low number of chronic absences, on average between four and eight students per group, is sufficient to produce a rate that exceeds the Dashboard's Status thresholds for higher performance levels. In other words, the Orange performance levels reflect the disproportionate weight that a small number of chronically absent students carries within a small student group population, rather than a broad pattern of attendance challenges across the school. The school's overall chronic absenteeism rate of 3.1% remains substantially below state and county averages and is atypical for any K-8 school in the post-pandemic context.

**Sustained Attendance Strength:** Yu Ming's attendance performance reflects sustained organizational strength rather than a one-year result. Average daily attendance has remained above 96% and has been maintained year over year. English learners, in particular, demonstrate a chronic absenteeism rate of 2.4%, well below both the school-wide average and comparable rates for English learners statewide, reflecting the strong engagement of multilingual families with the school's program. The school has built strong internal systems for identifying and documenting reasons for absences, enabling staff to intervene early when patterns emerge and to differentiate among illness-related absences, family logistical barriers, transportation challenges, and unplanned disenrollment due to mid-year family relocation.

**Continued Commitment to Closing the Gaps:** While Yu Ming's overall chronic absenteeism rate reflects exceptional performance, the school remains committed to closing the gaps between the schoolwide rate and the rates for students with disabilities, African American students, Hispanic students, White students, and socioeconomically disadvantaged students. The 2026-27 Action Plan, integrated into Goal 1, Action 3 of

the LCAP, includes a structured three-absence outreach trigger for the family liaison, a monthly absenteeism review disaggregated by student group, expanded family liaison capacity for home visits and phone campaigns, tightened mid-year disenrollment protocols, a transportation support resource list for families managing logistical barriers, and a structured re-entry plan protocol for students with disabilities returning from extended medical absences. Together, these actions are designed to ensure that Yu Ming's strong overall attendance performance translates into strong attendance outcomes for every student group.

### Comprehensive Needs Assessment: 2025 CA School Dashboard

Yu Ming Charter School develops a comprehensive needs assessment annually as part of its compliance with multiple federal and state requirements. As a Title I school, Yu Ming is required to conduct an annual needs assessment under the Every Student Succeeds Act to inform the design and use of Title I funds, ensuring that supplemental services for students at academic risk are aligned to identified instructional and student support needs. The needs assessment also satisfies the LEA-level budget requirements under California's Local Control Funding Formula, including the obligation to base LCAP goals, actions, and resource allocations on a clear analysis of student outcomes and student group needs. Beyond meeting compliance requirements, the needs assessment provides the foundation for the Learning Recovery Emergency Block Grant plan, which under California Education Code Section 32526 is itself required to be informed by a documented needs assessment.

**A Data-Driven Schoolwide Improvement Cycle:** The needs assessment also reflects Yu Ming's commitment to data-driven schoolwide improvement on an annual basis. The school uses a comprehensive array of data sources to assess program effectiveness and to inform resource allocation. These sources include local universal screening data from mCLASS DIBELS and Renaissance STAR Reading and STAR Math; trimester benchmark data from Level Chinese, CKLA Writing, and Illuminate; end-of-year STAMP 4Se and STAMP 4S Mandarin proficiency data; California School Dashboard performance levels and Distance from Standard data for the ELA, Mathematics, Science, English Learner Progress, Chronic Absenteeism, and Suspension Rate Indicators; California Assessment of Student Performance and Progress results; Summative ELPAC and reclassification data; SAEBRS social-emotional and behavioral screening data; the Insights Survey and locally administered SEL surveys; family newsletter survey responses; and the structured feedback gathered through the school's educational partner engagement channels, including the Parent Advisory Committee, the combined English Learner Advisory Committee, District English Learner Advisory Committee, and English Learner Parent Advisory Committee, the Student Advisory Council, and feedback from administrators, teachers, and classified staff.

**Connecting the Needs Assessment to Resource Allocation:** The integration of these data sources allows Yu Ming to evaluate the effectiveness of its current program, identify areas of strength to sustain, identify areas of growth requiring focused investment, and align the school's human, physical, and fiscal resources to its highest-priority needs. The needs assessment directly informs not only the LCAP, but the broader design of the school's educational program, including curricular decisions, intervention design, professional learning priorities, staffing structures, and the school's capital investments across its four campuses. By grounding resource decisions in evidence, Yu Ming ensures that every dollar allocated under LCFF base, supplemental, and concentration funding, federal Title I, II, III, and IV funding, and LREBG funding is directed toward identified student needs and toward sustaining the integrity of the school's Mandarin immersion program.

**Capacity Building Across the Organization:** A central purpose of the comprehensive needs assessment is to build capacity across the organization. As Yu Ming continues to grow, with expansion across four campuses and ongoing investment in permanent facilities, the school recognizes that strong outcomes depend on developing the capabilities of staff at every level. The needs assessment informs the differentiated professional learning structures available to teachers, including the differentiated pathways for educators new to Yu Ming, returning teachers,

and distinguished teachers, the expanded four-day onboarding for new teachers, and the partnerships with Girls Leadership and Playworks for the 2026-27 school year. It informs the leadership development opportunities provided to principals and assistant principals through the Leverage Leadership Institute and restorative practices training. It informs the specialized professional learning provided to Student Culture Specialists, Restorative Support Specialists, Behavior Intervention Aides, and Extended Care Program staff. It informs the ongoing development of administrators and classified staff who support the school's daily operations. The shared goal across all of these investments is to build a stable, capable, and continuously improving organization that can sustain the school's outcomes over time and meet the needs of every child enrolled.

**Meeting the Needs of Every Child:** Ultimately, the comprehensive needs assessment exists to ensure that the needs of every Yu Ming student are identified, understood, and met. The school serves a diverse student body that includes English learners, students from low-income households, foster youth, students with disabilities, and students from a wide range of racial, ethnic, linguistic, and cultural backgrounds. Each of these students brings strengths and needs that must be recognized through evidence, addressed through aligned action, and supported through the school's broader systems of instruction, intervention, social-emotional learning, family engagement, and special education service delivery. The annual needs assessment is the mechanism by which Yu Ming maintains this commitment to evidence-based, equity-driven service to every student.

### English Learner Progress Indicator Needs Assessment

The English Learner Progress Indicator (ELPI) measures the percentage of English learners making progress toward English language proficiency on the Summative ELPAC, including Level 4 maintainers.

Yu Ming's three-year ELPI trend reflects an inconsistent and ultimately declining trajectory. The 2023 California School Dashboard reported an ELPI of 47%, which improved to 51.2% on the 2024 Dashboard before declining to 42% on the 2025 Dashboard, a 9.2 percentage point year-over-year decline and the lowest ELPI in the three-year period.

ELPI (Dashboard)	
2023 Dashboard	47.0%
2024 Dashboard	51.2%
2025 Dashboard	42.0%

Underlying ELPAC performance reinforces this concern. The percentage of English learners reaching proficiency on the Summative ELPAC has declined across three consecutive administrations: 38.1% in 2022-23, 30.6% in 2023-24, and 21.8% in 2024-25. The 2025-26 projection is 25%. Reclassification rates show a parallel pattern, declining from 32.7% in 2022-23, to 29.0% in 2023-24, to 22.0% in 2024-25, with a projected 25% in 2025-26. The convergence of all three indicators (ELPI, ELPAC proficiency, and reclassification) moving in the same direction signals a structural challenge rather than a single-cohort anomaly.

ELPAC - % Proficient	
2022-23	38.1%
2023-24	30.6%
2024-25	21.8%

#### Data Analyzed

- Quantitative data reviewed for this needs assessment included Summative ELPAC results, the distribution of English learners across each ELPI level, and the quantity of designated English Language Development (D-ELD) instructional minutes received by students. The team also examined three-year trends in the ELPAC proficiency rate, the reclassification rate, and the ELPI percentage to identify directional patterns and to test whether the recent decline reflected a one-year fluctuation or a sustained trend.

- Qualitative data focused on identifying gaps in teacher knowledge, skills, and curriculum related to delivering both D-ELD and integrated English Language Development (I-ELD). This included input on instructional coaching needs, curricular alignment between D-ELD and I-ELD, planning practices, and coordination between general education teachers and the special education team for dually identified English learners.
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### **Educational Partners Engaged**

Educational partners engaged in the analysis of ELPI performance, and the development of this needs assessment included the English Learner Coordinator, the Director of Academics (English), the Chief Academic Officer, and English teachers responsible for I-ELD and ELA instruction. These partners contributed to data review, root cause analysis, and the design of the 2026-27 action plan.

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### **Strengths and Demonstrated Growth**

Despite the recent decline in ELPI and ELPAC proficiency, Yu Ming continues to demonstrate areas of strength within its English Learner program. The 2024-25 reclassification rate of 22% remains a meaningful indicator of program effectiveness, particularly given the structural constraints of a 90/10 Mandarin immersion model in which English instructional time is intentionally limited at the lower grade levels. Classroom teachers consistently apply effective I-ELD strategies during English instructional blocks, and the school has developed internal expertise in supporting English learners within a dual immersion context. Yu Ming's overall academic performance remains strong across other Dashboard indicators, providing a stable instructional foundation on which to build targeted improvements for English learners.

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### **Greatest Need and Specific Student Group(s)**

The greatest need identified through this analysis is the support of English learners enrolled in a Mandarin immersion model where many students bring a third language beyond Mandarin and English. Approximately 70% of Yu Ming's English learners speak a third language at home, drawn from a linguistically diverse population that includes Cantonese, Spanish, Tigrinya, Vietnamese, Amharic, Japanese, other Sino-Tibetan languages, Tongan, Thai, Portuguese, and Korean. This trilingual context creates additional complexity for English language acquisition, particularly given that English instructional time is limited to 15% of the school day in grades K-2 by design of the immersion model.

A student group of particular concern is dually identified English learners, those who also receive special education services. These students demonstrate learning profiles that intersect with both their language acquisition trajectory and their disability-related needs. Current communication structures between the special education team, classroom teachers, and D-ELD teachers do not consistently support coordinated planning for this group, which limits the school's ability to align language acquisition goals with IEP goals.

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**Issues Identified This Year:** A combined analysis of English learner performance data and current English learner programming surfaced several specific issues during the 2025-26 school year.

1. Training and support specifically targeted at D-ELD teachers requires strengthening. D-ELD at Yu Ming is a designated instructional role distinct from I-ELD, which is delivered by classroom teachers, and the specialization required has not been matched by sufficient targeted professional development.

2. Staffing capacity for D-ELD reached a tipping point during the year. The number of students requiring D-ELD instruction grew to a level that exceeded the reasonable workload of existing staffing, prompting the school to hire an additional ELD teacher. Sustaining adequate D-ELD staffing has emerged as essential to delivering the instructional time and small-group attention the model requires.
3. Communication between D-ELD and I-ELD teachers has not been systematic. What is taught in pull-out D-ELD has not consistently connected to what is happening in I-ELD during Tier 1 English Language Arts instruction. This disconnect limits the reinforcement of language objectives across settings and reduces the cumulative effect of both forms of instruction.

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**Identified Resource Inequities:** Yu Ming Charter School conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#). Within Yu Ming's Mandarin immersion model, instructional time for English Language Development is structurally limited as a function of program design. The school must continue to determine the appropriate balance of Mandarin and English instruction for English learners, particularly given that Mandarin is a tonal language with a logographic writing system that benefits significantly from intensive immersion at younger ages. Reducing Mandarin instructional time would risk the very outcomes that distinguish the program for all students, including English learners. Yu Ming is currently addressing the limited ELD time by extending the school day, but participation in the extension is currently optional and only available to students already enrolled in the after-school program. This limits the inequity-mitigating effect of the strategy and means that English learners whose families do not participate in the after-school program do not benefit from the additional ELD exposure.

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**Root Cause Analysis:** The root cause analysis surfaced several interconnected factors contributing to the recent decline in ELPI performance.

1. Insufficient training and support for D-ELD teachers, who are responsible for delivering specialized designated language development instruction within a unique immersion context.
2. Gaps in curriculum resources and instructional alignment between D-ELD and I-ELD, which weakens the coherence of the language program across settings.
3. Limited planning support for ELD specifically, including dedicated planning time and structured planning protocols that link D-ELD objectives to I-ELD reinforcement.
4. Need for ongoing professional development on ELD instructional strategies for both D-ELD specialists and general education teachers responsible for I-ELD.
5. Insufficient communication and coordination between general education teachers and the special education team that serves dually identified English learners.

Each of these root causes contributes to the overall pattern of declining ELPAC proficiency, declining reclassification rates, and the resulting decline in ELPI performance.

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**2026-27 Action Plan:** For the 2026-27 school year, Yu Ming will implement an integrated set of evidence-based actions designed to address the root causes identified above. The plan focuses on all English learners with particular attention to dually identified students.

1. Analyze Summative ELPAC results immediately upon release in July, ahead of the start of the 2026-27 school year, so that classroom teachers, D-ELD teachers, and the special education team begin the year with current data on each student's ELPI level, domain-level

performance, and reclassification status. Sharing this data at the very beginning of the year supports timely instructional planning, accurate grouping, and student goal-setting.

2. Maintain D-ELD staffing at 2 FTE to ensure that designated language development instruction is delivered in appropriately sized groups and that no single teacher is responsible for an unmanageable caseload.
  3. Provide ongoing professional development and instructional coaching for D-ELD teachers, with content focused on ELD instructional strategies aligned to the California ELD Standards and the ELA/ELD Framework. Parallel professional development will support English teachers responsible for delivering I-ELD during ELA instruction, ensuring that integrated English Language Development is intentional and aligned to designated instruction.
  4. Collaboration time will be embedded in the master schedule to allow D-ELD teachers and classroom teachers to coordinate their instruction systematically, planning the bridge between designated and integrated ELD so that students experience reinforcement of language objectives across settings throughout the week.
  5. For dually identified (EL/SWD) students, Yu Ming will improve structured communication between the special education team, classroom teachers, and D-ELD teachers, ensuring that IEP goals and language acquisition goals are coordinated in service of the student's overall progress.
- Progress will be measured through both leading and lagging indicators. Lagging indicators include the ELPAC proficiency rate, with a target of 25%; the reclassification rate, with a target of 25%; and the ELPI rate, with a target of 45%. Leading indicators include 100% completion of planned professional development for D-ELD and I-ELD teachers; weekly collaboration time taking place at a 95% rate between D-ELD teachers and classroom teachers; and weekly coaching observations occurring at an 85% rate.

The projected outcomes for the 2026-27 school year are an ELPAC proficiency rate of 25%, a reclassification rate of 25%, and an ELPI rate of 45%. These targets represent recovery from the 2024-25 baseline and would reverse the recent downward trend while remaining realistic given the structural constraints of the Mandarin immersion model. The actions described above will be funded through the LCFF Base Grant.

### Chronic Absenteeism Needs Assessment

The Chronic Absenteeism Indicator on the California School Dashboard reflects the percentage of students absent for 10% or more of the instructional days they are enrolled. For the 2025-26 school year, Yu Ming's overall chronic absenteeism rate is 3.1%. Disaggregation by student group reveals a wide range of outcomes within that overall figure. Rates fall at or below 3.0% for Asian (1.2%), English learner (2.4%), two or more races (2.8%), however the following student groups exceed the school average: Hispanic (7.1%), White (7.7%) students, socioeconomically disadvantaged students (5.4%), African American students (10.1%), and students with disabilities (11.4%). These five student groups farthest from the school average, socioeconomically disadvantaged, students with disabilities, Hispanic, White, and African American students, received an Orange Performance Level on the 2025 California School Dashboard. The gap

2023-24: Chronic Absenteeism		
	Total #	Rate
All Students	19	2.2%
EL	1	0.7%
SED	13	4.5%
SWD	7	10.3%
African American	5	7.2%
Asian	4	0.9%
Hispanic	4	5.7%
White	0	0.0%
Two or More Races	6	3.1%

2024-25: Chronic Absenteeism		
	Total #	Rate
All Students	30	3.1%
EL	4	2.4%
SED	18	5.4%
SWD	8	11.4%
African American	8	10.1%
Asian	6	1.2%
Hispanic	6	7.1%
White	4	7.7%
Two or More Races	6	2.8%

between these groups and the school-wide rate represents the central focus of this needs assessment.

## Data Analyzed

Quantitative data analyzed for this needs assessment included Student Information System (SIS) attendance records disaggregated by student, by student group, by month, and by campus. The team conducted trend analysis across the year to identify patterns in absenteeism, including monthly fluctuations corresponding to illness season and post-break periods.

Qualitative data included the reasons for absence reported by families at the time of each absence, captured within the SIS attendance system. This qualitative information allowed the team to differentiate among illness-related absences, family logistical barriers, transportation challenges, and unplanned disenrollment due to mid-year family relocation.

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## Educational Partners Engaged

Educational partners engaged in the analysis of chronic absenteeism and the development of this needs assessment included parents and families, school leaders at each campus, the network leadership team, and the family liaison who supports attendance interventions across Yu Ming's four campuses. Their input shaped both the identification of root causes and the design of the 2026-27 action plan.

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**Strengths and Demonstrated Growth:** Yu Ming demonstrates substantial strength in attendance, both in absolute terms and relative to state benchmarks. Average daily attendance has remained above 96% and has been maintained year over year. The overall chronic absenteeism rate of 3.1% places Yu Ming significantly below the California statewide average of 19.4% reported for 2024-25, positioning the school among the strongest-performing in the state on this indicator.

The school has built strong internal systems for identifying and documenting reasons for absences, which enables staff to intervene early when patterns emerge. English learners, in particular, demonstrate a chronic absenteeism rate of 2.4%, well below both the school-wide average and comparable rates for English learners statewide.

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**Greatest Need and Specific Student Group(s):** The greatest needs identified through this analysis are students with disabilities, with a chronic absenteeism rate of 11.4%, Hispanic (7.1%), White (7.7%) students, socioeconomically disadvantaged students (5.4%), and African American students (10.1%). These groups received an Orange performance level on the 2025 California School Dashboard. Although Yu Ming's overall chronic absenteeism rate is exceptionally low, the disparity between these student groups and the school-wide average reflects an equity gap that the 2026-27 action plan is specifically designed to address especially among socioeconomically disadvantaged student group with the highest total number of students identified as chronically absent (18 students).

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**Issues Identified This Year:** Several specific issues surfaced during the 2025-26 review of chronic absenteeism.

1. Unplanned disenrollment. Some families relocate mid-year without notifying the school, which inflates the chronic absenteeism count for those students prior to formal exit and contributes to data noise that obscures the school's true attendance picture.

2. Extended absences due to illness and surgical recovery, particularly among students with disabilities, who in some cases experience medical events that result in multiple weeks of consecutive absence.
  3. Family instability, including split households, custody arrangements, and transportation challenges, which create inconsistent morning routines and disproportionately affect Black or African American and socioeconomically disadvantaged students.
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**Identified Resource Inequities:** Yu Ming Charter School conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#); and: the most significant resource inequity identified is staffing capacity for proactive attendance support. Yu Ming employs one family liaison who serves all four campuses. This staffing model limits the school's capacity to identify chronically absent students early and to engage in the intensive outreach that the highest-need families, particularly those of students with disabilities and Black or African American students, require. Families experiencing instability or transportation barriers benefit from sustained, individualized contact that current staffing cannot consistently provide. All other attendance-related resources, including SIS access, monitoring tools, and standard family communications, are distributed equitably across campuses.

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### **Root Cause Analysis**

The root cause analysis identified four interconnected categories of drivers contributing to the chronic absenteeism gaps for these student groups:

- The first category is family and logistical barriers. Split households and custody arrangements create inconsistent transportation and morning routines for some students, and families who relocate mid-year do not always notify the school, which leads to unplanned disenrollment that inflates the absenteeism count for those students prior to exit.
  - The second category is student health. Extended illness and surgical recovery account for a meaningful share of absences, particularly among students with disabilities. These absences are largely outside the school's direct influence but require strong re-entry support to prevent further disengagement.
  - The third category is capacity and early intervention. With one family liaison spread across four campuses, the school's ability to identify chronic absence patterns early and intervene before absences accumulate is limited. The current intervention model is more reactive than preventative, and proactive outreach to the highest-need families is not consistent across campuses.
  - The fourth category is systemic and data-related. Chronic absenteeism data may be inflated by students who have effectively left the school but have not yet been formally disenrolled, which makes the rate among actively enrolled students appear higher than it is. In addition, monthly trend data suggests that absenteeism spikes at predictable points in the year, including illness season and post-break periods, but targeted interventions are not yet timed to those patterns.
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**2026-27 Action Plan;** For the 2026-27 school year, Yu Ming will implement an integrated set of evidence-based actions designed to address the root causes identified above. The plan focuses on all student groups, with particular attention to socioeconomically disadvantaged.

1. The school will define clearer early intervention protocols for the family liaison, including a trigger for outreach when a student reaches three absences. This shift from reactive to proactive engagement aligns with research-based attendance intervention frameworks and ensures that families receive contact before absences accumulate to a chronic level.

2. A monthly absenteeism review by student group will be implemented to identify patterns earlier and to time interventions around known spike points, including post-break periods and illness season. This recurring review will also support the family liaison and campus leaders in coordinating outreach across the four campuses.
3. The school will tighten its disenrollment protocols so that students whose families have relocated are formally exited promptly, reducing the data inflation that currently affects the chronic absenteeism count and ensuring that the metric accurately reflects actively enrolled students.
4. Family liaison capacity will be expanded to include home visits and phone campaigns for the highest-need students, with priority given to socioeconomically disadvantaged, students with disabilities and African American students. The school will also develop a transportation support resource list to share with families experiencing split-household or logistical barriers.
5. For students with disabilities specifically, the school will develop a structured re-entry plan protocol for students returning from extended medical absences. The protocol will be designed to ease the transition back to school and prevent further disengagement following a long absence, and it will be coordinated with the student's IEP team where appropriate.

Progress will be measured through both lagging and leading indicators. Lagging indicators include the overall chronic absenteeism rate as reported on the California School Dashboard, currently 3.1%, compared against prior years, and the chronic absenteeism rate by student group with specific focus on students with disabilities and Black or African American students. The leading indicator is the number of students who receive outreach at the three-absence threshold, which captures the proactive engagement that the new protocols are designed to drive.

### Learning Recovery Emergency Block Grant (LREBG): 2026-27 Plan

The Learning Recovery Emergency Block Grant (LREBG) was established pursuant to California Education Code Section 32526, added by Assembly Bill 182 (Chapter 53, Statutes of 2022), and subsequently amended by AB 185 (Chapter 571, Statutes of 2022), SB 114 (Chapter 48, Statutes of 2023), SB 153 (Statutes of 2024), and AB 121 (Chapter 8, Statutes of 2025). LREBG funds support learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social-emotional well-being through the 2027-28 school year. Pursuant to EC Section 32526(d), funds expended in 2025-26, 2026-27, and 2027-28 are subject to a needs assessment and must be included in the LCAP.

**Total LREBG Allocation:** Yu Ming Charter School will expend its entire 2026-27 LREBG allocation of **\$37,030**.

**Needs Assessment:** Yu Ming Charter School's comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified English learner progress, the academic and behavioral needs of socioeconomically disadvantaged students and students with disabilities, and the school's capacity for proactive social-emotional and behavioral intervention as the school's most significant learning recovery priorities. The English Learner Progress Indicator declined from 51.2% on the 2024 California School Dashboard to 42% on the 2025 Dashboard, with the decline reinforced by parallel declines in ELPAC proficiency from 38.1% in 2022-23 to 21.8% in 2024-25 and reclassification rates from 32.7% in 2022-23 to 22% in 2024-25. The overall chronic absenteeism rate of 3.1% conceals substantial disparities by student group: students with disabilities at 11.4%, African American students at 10.1%, White students at 7.7%, Hispanic students at 7.1%, and socioeconomically disadvantaged students at 5.4%, each receiving an Orange performance level on the 2025 California School Dashboard. The needs assessment also identified two structural drivers of these gaps. First, the diagnostic engine that powers Yu Ming's Multi-Tiered System of Supports depends on consistent, reliable universal screening and progress monitoring data, and current school-funded assessment capacity is insufficient to sustain universal screening for all students in grades 2 through 8 in both reading and mathematics. Second, dedicated capacity for the development and implementation of behavioral intervention plans for students with the most intensive social-emotional and behavioral

needs is currently distributed across multiple roles rather than anchored in a specialized position. These findings shaped the design of the 2026-27 LREBG expenditure plan.

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### **Expenditure 1: STAR Reading and STAR Math Universal Screening and Progress Monitoring Assessments**

**Position or Service (LCAP Goal and Action):** Renaissance STAR Reading and Renaissance STAR Math assessments (Goal 1, Action 1: Measuring Student Progress: Assessments)

**Amount of LREBG Funds:** \$13,396

**Rationale:** Renaissance STAR Reading and Renaissance STAR Math are research-based universal screening and progress monitoring assessments that serve as the diagnostic engine of Yu Ming's Multi-Tiered System of Supports. STAR Reading is administered to students in grades 2 through 8, and STAR Math is administered to students in kindergarten through grade 8, at multiple points across the school year. Universal screening data enables Yu Ming to identify students requiring Tier 2 and Tier 3 academic intervention; to monitor student responsiveness to intervention through ongoing progress monitoring; to identify students requiring enrichment; and to inform team-level analysis of curricular alignment, intervention design, and professional learning priorities. The reliability and validity of these assessments are essential to the integrity of all downstream intervention decisions, including the academic supports funded under Goal 1, Action 2 and the social-emotional and behavioral supports funded under Goal 1, Action 3. By dedicating LREBG funds to sustain universal screening and progress monitoring capacity for students in grades 2 through 8, Yu Ming ensures that the data foundation of its MTSS is preserved during the learning recovery period and that the school can continue to identify and respond to the academic needs that persist in the post-pandemic environment. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services that support academic learning recovery and for identifying pupils who require additional academic services and tutoring through evidence-based approaches.

**Evidence Tier:** Tier 2 (Moderate Evidence). Research supports the use of validated universal screening and progress monitoring assessments within a Multi-Tiered System of Supports as an effective mechanism for early identification of students requiring academic intervention and for monitoring the effectiveness of intervention over time. Renaissance STAR assessments are widely studied computer-adaptive assessments with established psychometric reliability and validity, and their use as universal screeners is reflected in the What Works Clearinghouse and in research meeting ESSA Tier 2 evidence standards for screening and progress monitoring practices within MTSS.

**Metrics:** STAR Reading and STAR Math universal screening data administered in the Fall, Winter, and Spring benchmark windows, CAASPP ELA and Mathematics Distance from Standard disaggregated by student group; California School Dashboard performance levels for the ELA and Mathematics Academic Indicators.

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### **Expenditure 2: Restorative Support Specialists**

**Position or Service (LCAP Goal and Action):** Restorative Support Specialists, with a Restorative Support Specialist position at each of Yu Ming's four campuses (Goal 1, Action 3: Addressing Social-Emotional and Behavioral Student Needs)

**Amount of LREBG Funds:** \$23,634

**Rationale:** The Restorative Support Specialist is a new position created at each of Yu Ming's four campuses for the 2026-27 school year. The Restorative Support Specialists will deliver Tier 1 and Tier 2 social-emotional and behavioral supports under a coordinated framework led by the

Director of Culture and integrated with the Student Culture Specialists, classroom teachers, and the Mental Health Clinician. A central function of the role is to assist with the development and implementation of behavioral intervention plans for students who require a structured behavior plan. By dedicating specialized staffing capacity to behavioral intervention planning, Yu Ming addresses the need identified through the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS), through teacher and family feedback, and through the chronic absenteeism analysis, which surfaced students with disabilities, African American students, Hispanic students, and socioeconomically disadvantaged students as the groups with the greatest behavioral and engagement needs. The Restorative Support Specialists will also support the consistent application of restorative practices across classrooms and campuses, contributing to the development of a positive school learning environment and reducing the behavioral disruptions that interfere with academic learning. This expenditure directly addresses the social-emotional well-being purpose required under EC Section 32526(b) and is aligned with EC Section 32526(c)(2) allowable uses for mental health services and supports for pupils and staff.

**Evidence Tier:** Tier 2 (Moderate Evidence). Research on school-based restorative practices, behavioral intervention planning, and Tier 1 and Tier 2 social-emotional support delivered by dedicated specialists demonstrates measurable effects on suspension rates, school climate, student behavioral incidents, and chronic absenteeism. Studies meeting ESSA Tier 2 evidence standards support the effectiveness of restorative practices implemented within a Multi-Tiered System of Supports for improving student behavioral and engagement outcomes, particularly for student groups historically over-represented in exclusionary discipline.

**Metrics:** Suspension rate and California School Dashboard Suspension Rate Indicator performance level, both overall and disaggregated by student group; chronic absenteeism rate and California School Dashboard Chronic Absenteeism Indicator performance level disaggregated by student group, with particular focus on students with disabilities, African American students, Hispanic students, and socioeconomically disadvantaged students; School Climate surveys measuring sense of safety, and sense of connectedness.

**LCAP Alignment:** Both expenditures are included in Yu Ming's 2026-27 LCAP in compliance with EC Section 52064.4. The Renaissance STAR Reading and STAR Math assessments are included under Goal 1, Action 1 (Measuring Student Progress: Assessments), where the LREBG-funded portion of \$13,396 is supplemented by \$2,967 in LCFF Supplemental and Concentration funds. The Restorative Support Specialists are included under Goal 1, Action 3 (Addressing Social-Emotional and Behavioral Student Needs), where the LREBG-funded portion of \$23,634 is supplemented by \$146,854 in Title I funds. The LREBG-funded portions represent components of the total action expenditures, with remaining costs funded through LCFF base, supplemental, and concentration funds, federal Title funds, and other applicable funding sources.

**Educational Partner Consultation:** The use of LREBG funds was developed in consultation with educational partners through the LCAP engagement process. Administrators and principals affirmed the alignment of one-time learning recovery resources with the school's intervention and acceleration strategies, including assessment and adaptive learning platform subscriptions. Teachers, classified staff and other school personnel, and the Parent Advisory Committee independently identified the need for dedicated Restorative Support Specialist staffing at each campus to address students' social-emotional and behavioral needs, including the development of behavioral intervention plans. Students affirmed the value of the academic supports that universal screening data enables, including Small Group Instructor support and intervention services. The combined English Learner Advisory Committee, District English Learner Advisory Committee, and English Learner Parent Advisory Committee affirmed the importance of sustained assessment capacity for monitoring English learner academic and language progress. The needs assessment and expenditure plan were reviewed through the Parent Advisory Committee, the Student Advisory Council, and the combined ELAC, DELAC, and EL-PAC advisory processes prior to Board adoption.

# Reflections: Technical Assistance

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

Yu Ming Charter School is not eligible for Technical Assistance.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## *Schools Identified*

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

Yu Ming Charter School is not eligible for Comprehensive Support and Improvement.

## *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 eligible.

## *Monitoring and Evaluating Effectiveness*

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

Not eligible.

# 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
<p><b>Administrators/Principal</b></p>	<p>Yu Ming administrators and principals participated in biweekly leadership meetings throughout the 2025-26 school year, from August 2025 through May 2026, to review and provide input on LCAP goals, actions, and budget allocations for the 2026-27 LCAP. Administrator feedback directly informed refinements to goal framing, action design, and budget alignment prior to Board presentation. A summary of the engagement is provided below.</p> <p><b>Date</b></p> <p>Biweekly leadership meetings held August 2025 through May 2026.</p> <p><b>Topics Discussed</b></p> <p>Topics addressed across the biweekly meeting series included analysis of student outcome data across the California School Dashboard indicators, progress monitoring on 2025-26 LCAP actions, and structured discussion of proposed priorities and resource decisions for the 2026-27 LCAP. Specific topics included the continuation of elementary small group instruction; the recruitment and development of teacher residents and interns; academic supports and interventions tailored to the diverse learning needs of students in a Mandarin dual immersion program; the role of after-school programming and the Expanded Learning Opportunities Program (ELOP) in providing academic support, intervention, and enrichment beyond the regular school day; and the alignment of federal Title funding and Learning Recovery Emergency Block Grant (LREBG) resources with the LCAP.</p> <p><b>Feedback Provided</b></p> <p>Administrator feedback affirmed the continued implementation of small group instruction at the elementary level as a central intervention strategy and supported sustaining 2 FTE for designated English Language Development staffing. Administrators emphasized the need to invest in the recruitment and development of teacher residents and interns to strengthen the pipeline of educators prepared to teach within Yu Ming's Mandarin immersion model. Administrators also affirmed the importance of maintaining academic supports and interventions, including after-school programming and ELOP, which together extend learning time, provide targeted intervention, and offer enrichment for students.</p> <p>With respect to federal Title funding, administrators reviewed the alignment of categorical resources to the LCAP. Title I funds were affirmed for use in supplemental services that support students at academic risk, including the social</p>

Educational Partner(s)	Process for Engagement
	<p>skills and friendship groups facilitated by Student Culture Specialists, and for supporting the recruitment and retention of effective teachers. Title II funds were affirmed for use in professional development and instructional leadership investments. Title III funds were affirmed for use in supplemental English learner services, including designated ELD support, English learner family engagement, and professional learning for staff serving English learners. Title IV funds were affirmed for use in supporting well-rounded educational opportunities, safe and healthy learning environments, and the effective use of technology.</p> <p>With respect to LREBG, administrators affirmed the alignment of one-time learning recovery resources to the school's intervention and acceleration strategies. LREBG-aligned uses discussed during administrator engagement included Small Group Instructor staffing for elementary intervention, summer learning programming such as the Summer Boost Program, and adaptive digital learning platform subscriptions supporting targeted skill development across English language arts, mathematics, and Chinese language. Administrators affirmed that LREBG-funded supports are intentionally aligned to the school's ongoing LCAP intervention strategies, ensuring that one-time funds reinforce sustained efforts rather than create standalone activities that would not be sustainable beyond the LREBG funding period.</p>
<p style="text-align: center;"><b>Teachers</b></p>	<p>Teachers were engaged in the development of the 2026-27 LCAP through two complementary channels: a school-wide written feedback request and ongoing participation in the monthly Instructional Leadership Team (ILT) meetings. Together, these channels ensured that teacher voice was reflected in both broad program priorities and in the specific design of LCAP actions. A summary of the engagement is provided below.</p> <p><b>Date</b></p> <p>Teacher feedback request distributed via the weekly staff message during the 2025-26 school year, and monthly Instructional Leadership Team meetings held throughout the 2025-26 school year.</p> <p><b>Topics Discussed</b></p> <p>The written feedback request invited all teachers to share input on program effectiveness, the experience of students and staff within current LCAP actions, and priorities for the 2026-27 school year. Monthly ILT meetings provided a structured forum for teacher representatives to review progress on 2025-26 LCAP actions, discuss program outcomes and resource allocation, and surface recommendations for incorporation into the LCAP update process. Specific topics discussed across the two channels included social-emotional and behavioral supports for students, restorative practices, professional development priorities, intervention design, and the alignment of federal Title funding and Learning Recovery Emergency Block Grant (LREBG) resources to teacher-identified needs.</p> <p><b>Feedback Provided</b></p> <p>Teachers identified the need for stronger restorative practices and dedicated Restorative Support Specialists across all four campuses as a priority for the 2026-27 school year, particularly to support students' social-emotional and behavioral needs. Teachers indicated that consistent, school-wide implementation of restorative practices would strengthen the school's Multi-Tiered System of Supports and provide a more coherent set of behavioral interventions across grade levels and sites.</p>

Educational Partner(s)	Process for Engagement
	<p>A specific discussion centered on the need to create a position to support the social, emotional, and behavioral needs of students through behavioral plans by staffing restorative support specialists who would specialize in these areas. Teachers articulated that dedicated restorative support specialists would strengthen the implementation of behavioral plans, support consistent application of restorative practices across classrooms, and contribute to the continued development of a positive school learning environment at each campus.</p> <p>Teachers also contributed feedback that informed several other LCAP priorities, including continued investment in designated English Language Development, the addition of social-emotional learning curriculum support from Girls Leadership at the middle school level, and the addition of professional development from Playworks to support positive student play for physical education teachers, transitional kindergarten through fourth grade classroom teachers who teach physical education, Student Culture Specialists, Extended Care Program site supervisors, and Extended Care Program staff.</p> <p>With respect to LREBG, teacher feedback supported the use of one-time learning recovery resources for Small Group Instructor staffing at the elementary level, summer learning programming such as the Summer Boost Program, and adaptive digital learning platform subscriptions used to support targeted skill development.</p>
<p><b>Classified/Other Staff</b></p>	<p>Classified staff and other school personnel were engaged in the development of the 2026-27 LCAP through a written feedback request distributed via the weekly all-staff message. This channel provided classified staff with the opportunity to share perspectives on operational supports, program effectiveness, and school priorities for the coming year, ensuring that staff who support the daily operations of the school contributed to the LCAP development process. A summary of the engagement is provided below.</p> <p><b>Date</b></p> <p>Feedback request distributed via the weekly all-staff message during the 2025-26 school year.</p> <p><b>Topics Discussed</b></p> <p>The feedback request invited classified staff and other school personnel to share input on operational supports, the experience of students and staff within current LCAP actions, program effectiveness, and priorities for the 2026-27 school year. Specific topics that emerged through the feedback channel included social-emotional and behavioral supports for students, individualized behavioral intervention planning, extended learning programming, intervention staffing within the Mandarin immersion model, and the alignment of federal Title funding and Learning Recovery Emergency Block Grant (LREBG) resources to identified needs.</p> <p><b>Feedback Provided</b></p> <p>Classified staff and other school personnel identified the need for restorative support specialists to assist with the development and implementation of individualized behavioral intervention plans for students, supporting the social-emotional and behavioral needs of students across all four campuses. Staff indicated that dedicated restorative support specialist capacity would strengthen the consistency of behavioral support across sites and contribute to a positive school learning environment for all students.</p>

Educational Partner(s)	Process for Engagement
	<p>Staff also affirmed the importance of continuing after-school and summer school programming to support the academic and intervention needs of students. This feedback reinforced the value of Yu Ming's Expanded Learning Opportunities Program (ELOP) and the Summer Boost Program in extending learning time, providing targeted intervention, and offering enrichment beyond the regular school day.</p> <p>Classified staff and other school personnel further identified the continued need for Small Group Instructors at all school sites to provide additional academic support for students engaged in a rigorous Mandarin immersion program. Staff emphasized that small group instructional support is particularly important within the immersion context, where students benefit from differentiated support that responds to both their academic and language development needs.</p>
<p><b>Students</b></p>	<p>Students were engaged in the development of the 2026-27 LCAP through multiple channels, including the Student Advisory Committee, which provided a structured forum for student voice in school decision-making. Student input on school climate, program priorities, and a sense of belonging was gathered and considered in the development of LCAP goals and actions. A summary of the engagement is provided below.</p> <p><b>Date</b></p> <p>Student Advisory Committee meetings and related student engagement activities held throughout the 2025-26 school year.</p> <p><b>Topics Discussed</b></p> <p>The Student Advisory Committee and related engagement channels addressed topics including school climate, sense of belonging, student experience within current LCAP actions, the effectiveness of academic support structures, the value of extended learning opportunities, and priorities for the 2026-27 school year. The discussion also included an overview of the federal Title funding categories and the Learning Recovery Emergency Block Grant (LREBG), and students were invited to share input on how these resources should be aligned to the supports they identified as most valuable. Students also reflected on the academic, social-emotional, and enrichment supports they experience at Yu Ming and shared input on the supports they would like to see sustained or strengthened.</p> <p><b>Feedback Provided</b></p> <p>Students expressed appreciation for the academic support they receive from Small Group Instructors in the classroom. Students described Small Group Instructor support as valuable to their learning, particularly within the Mandarin immersion context, where differentiated, in-class support helps them access grade-level content and develop both academic and language skills.</p> <p>Students also expressed appreciation for after-school programming offered through the Expanded Learning Opportunities Program (ELOP), highlighting both the academic support component, which reinforces classroom learning and provides targeted intervention, and the enrichment opportunities, which extend learning into areas of student interest beyond the regular school day. Student feedback reinforced the importance of maintaining both the academic and enrichment dimensions of ELOP in the 2026-27 LCAP.</p>

Educational Partner(s)	Process for Engagement
<p><b>Student Advisory Committee (SAC)</b></p>	<p>Students were engaged in the development of the 2026-27 LCAP through multiple channels, including direct participation in the Student Advisory Council, which provided a structured forum for student voice in school decision-making. Student input on academics, school climate, safety, and belonging was gathered and considered in the development of LCAP goals and actions for the 2026-27 school year. A summary of the engagement is provided below.</p> <p><b>Date</b></p> <p>Student Advisory Council meeting held on May 21, 2026, with additional student engagement activities conducted throughout the 2025-26 school year.</p> <p><b>Topics Discussed</b></p> <p>During the May 21, 2026 Student Advisory Council meeting, students reviewed school priorities and shared feedback on academics, school climate, safety, and a sense of belonging at Yu Ming. The meeting provided a structured opportunity for students to reflect on their experience within current LCAP actions, identify the supports they value most, and surface priorities for the 2026-27 school year. The discussion also included an overview of the federal Title funding categories and the Learning Recovery Emergency Block Grant (LREBG), and students were invited to share input on how these resources should be aligned to the supports they identified as most valuable. Student voice gathered through this meeting informed the identification of focus areas and proposed actions for the 2026-27 LCAP, including continued investment in academic support, extended learning opportunities, and positive school climate.</p> <p><b>Feedback Provided</b></p> <p>Students expressed appreciation for the academic support they receive from Small Group Instructors in the classroom. Students described Small Group Instructor support as valuable to their learning, particularly within the Mandarin immersion context, where differentiated, in-class support helps them access grade-level content and develop both academic and language skills.</p> <p>Students also expressed appreciation for after-school programming offered through the Expanded Learning Opportunities Program (ELOP), highlighting both the academic support component, which reinforces classroom learning and provides targeted intervention, and the enrichment opportunities, which extend learning into areas of student interest beyond the regular school day. Student feedback reinforced the importance of maintaining both the academic and enrichment dimensions of ELOP in the 2026-27 LCAP.</p> <p>With respect to federal Title funding, student feedback informed the alignment of categorical resources to the LCAP through the supports students identified as valuable. Title I funds were affirmed for use in supplemental services for students at academic risk, including small group academic support and the social skills and friendship groups facilitated by Student Culture Specialists. Title II funds were affirmed for use in professional development and instructional leadership investments that strengthen the quality of instruction students experience. Title III funds were affirmed for use in supplemental English learner services. Title IV funds were affirmed for use in supporting well-rounded educational opportunities, safe and healthy learning environments, and the effective use of technology, including the digital learning platforms students access during instruction and intervention.</p>

Educational Partner(s)	Process for Engagement
	<p>With respect to LREBG, students affirmed the continued use of one-time learning recovery resources for Small Group Instructor staffing at the elementary level, summer learning programming such as the Summer Boost Program, and adaptive digital learning platform subscriptions used to support targeted skill development. The supports students identified as most valuable align directly with the activities funded through LREBG, reinforcing the alignment between student-identified priorities and the school's learning recovery investments.</p>
<p><b>Parents including those representing Unduplicated Pupils (UP) &amp; Students with Disabilities (SWD)</b></p>	<p>All families, including those of English learners, students from low-income households, foster youth, and students with disabilities, were engaged in the development of the 2026-27 LCAP through a targeted outreach effort distributed via Yu Ming's weekly family newsletter. This channel ensured that every Yu Ming family received an opportunity to contribute input on the school's priorities and on the supports that affect their children. A summary of the engagement is provided below.</p> <p><b>Date</b></p> <p>Family feedback request distributed via the weekly family newsletter during the 2025-26 school year.</p> <p><b>Topics Discussed</b></p> <p>The weekly family newsletter included a summary of the LCAP and a structured feedback form inviting families to share their priorities and perspectives on school programs, school climate, and student support services. Responses were reviewed and considered in the development of LCAP goals and actions, with particular attention given to the experiences and priorities of families representing unduplicated student groups, including English learners, students from low-income households, and foster youth, as well as families of students with disabilities. The discussion also included an overview of the federal Title funding categories and the Learning Recovery Emergency Block Grant (LREBG), and families were invited to share input on how these resources should be aligned to the supports they identified as most valuable to their children's learning, engagement, and well-being.</p> <p><b>Feedback Provided</b></p> <p>Family input was reviewed and considered in the development of the 2026-27 LCAP goals and actions, with particular attention to the priorities raised by families of unduplicated students and families of students with disabilities. Family feedback contributed to the design of actions addressing academic support, English learner programming, social-emotional and behavioral support, attendance engagement, special education services, and parent engagement structures, ensuring that family voice is reflected throughout the LCAP.</p> <p>With respect to federal Title funding, family input informed the alignment of categorical resources to the LCAP. Title I funds were affirmed for use in supplemental services for students at academic risk, including small group academic support and the social skills and friendship groups facilitated by Student Culture Specialists. Title II funds were affirmed for use in professional development and instructional leadership investments that strengthen the quality of instruction students experience. Title III funds were affirmed for use in supplemental English learner services, including designated English Language Development support, family engagement for English learners, and professional learning for staff serving English learners. Title IV funds were affirmed for use in supporting well-rounded educational opportunities, safe and healthy learning environments, and the effective use of technology.</p>

Educational Partner(s)	Process for Engagement
	<p>With respect to LREBG, family input supported the continued use of one-time learning recovery resources for Small Group Instructor staffing at the elementary level, summer learning programming such as the Summer Boost Program, and adaptive digital learning platform subscriptions used to support targeted skill development. The supports families identified as valuable align directly with the activities funded through LREBG, reinforcing the alignment between family-identified priorities and the school's learning recovery investments.</p>
<p><b>Parent Advisory Committee (PAC)</b></p>	<p>The Parent Advisory Committee (PAC) was engaged in the LCAP Midyear Update, and development of the 2026-27 LCAP through a dedicated meetings that provided structured opportunities for parent representatives to review proposed goals, actions, and budget allocations and to provide formal feedback prior to Board adoption. A summary of the engagement is provided below.</p> <p><b>Date</b></p> <p>Parent Advisory Committee meetings held during the Winter – Spring 2026. Final meeting on June 2, 2026.</p> <p><b>Topics Discussed</b></p> <p>The PAC meetings included the LCAP Midyear Update, 2025 Dashboard, and a presentation of the proposed 2026-27 LCAP goals, actions, and budget allocations, followed by structured discussion and feedback from PAC members. Topics addressed during the meeting included academic support, after-school programming and enrichment, social-emotional and behavioral supports, restorative practices, and the design of staffing structures intended to address student social-emotional and behavioral needs. The discussion also included an overview of the federal Title funding categories and the Learning Recovery Emergency Block Grant (LREBG), and PAC members were invited to share input on how these resources should be aligned to the supports they identified as most valuable. PAC input was incorporated into final LCAP revisions prior to Board adoption.</p> <p><b>Feedback Provided</b></p> <p>The PAC identified the need to continue after-school programming that includes both academic tutoring and social enrichment opportunities, including sports programs. PAC members emphasized that the combination of academic support and enrichment within Yu Ming's Expanded Learning Opportunities Program (ELOP) provides important benefits to students, extending learning time while also supporting student interests, physical activity, and peer relationships.</p> <p>The PAC expressed appreciation for the creation of a new position focused on restorative practices, specifically the restorative support specialists that will be added for the 2026-27 school year. PAC members affirmed that dedicated restorative support specialist capacity will strengthen the school's social-emotional and behavioral support system, support the consistent application of restorative practices across classrooms and campuses, and contribute to the continued development of a positive school learning environment.</p> <p>With respect to federal Title funding, PAC input informed the alignment of categorical resources to the LCAP. Title I funds were affirmed for use in supplemental services for students at academic risk, including small group academic support and the social skills and friendship groups facilitated by Student Culture Specialists. With respect to LREBG, the PAC supported the continued use of one-time learning recovery resources for Small Group Instructor staffing at</p>

Educational Partner(s)	Process for Engagement
	<p>the elementary level, summer learning programming such as the Summer Boost Program, and adaptive digital learning platform subscriptions used to support targeted skill development. The supports PAC members identified as most valuable align directly with the activities funded through LREBG, reinforcing the alignment between PAC-identified priorities and the school's learning recovery investments.</p>
<p><b>(Combined) English Learner-PAC; English Language Advisory Committee (ELAC); and DELAC</b></p>	<p>Yu Ming Charter School operates a combined English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) to engage parents of English learner students in the development of the LCAP and in the school's broader English learner program decisions. The combined committee was engaged in the development of the 2026-27 LCAP through a dedicated meeting that provided structured opportunities for parent representatives of English learner students to review the proposed LCAP and to provide formal feedback on the goals, actions, and budget allocations affecting English learners prior to Board adoption. A summary of the engagement is provided below.</p> <p><b>Date</b></p> <p>Combined ELAC, DELAC, and EL-PAC Advisory Committee meetings held during the Winter – Spring 2026. Final meeting on June 2, 2026.</p> <p><b>Topics Discussed</b></p> <p>The combined ELAC, DELAC, and EL-PAC meetings included the LCAP Midyear Update, 2025 Dashboard, a review of the LCAP's goals and actions pertaining to English learner progress, reclassification, and program supports. Topics addressed during the meeting included the 2025 California School Dashboard English Learner Progress Indicator results, the three-year trends in ELPI performance, ELPAC proficiency rates, and reclassification rates; the 2026-27 plan to maintain designated English Language Development staffing at 2 FTE; the structured collaboration time between designated ELD and integrated ELD teachers; the strategies for supporting dually identified English learner students; and the role of Small Group Instructors in providing academic language support to English learners. The discussion also included an overview of the federal Title funding categories and the Learning Recovery Emergency Block Grant (LREBG), and committee members were invited to share input on how these resources should be aligned to the supports they identified as most valuable for English learner students. Participant feedback was considered in finalizing the LCAP's English learner-specific actions and budget allocations.</p> <p><b>Feedback Provided</b></p> <p>The combined ELAC, DELAC, and EL-PAC affirmed strong support for an ELD instructor and Small Group Instructors to provide English learners with additional academic language support. Committee members emphasized that Yu Ming serves a highly diverse, multilingual student population, with approximately two-thirds of English learners speaking a third language at home beyond Mandarin and English, drawn from home languages that include Cantonese, Spanish, Tigrinya, Vietnamese, Amharic, Japanese, other Sino-Tibetan languages, Tongan, Thai, Portuguese, and Korean. Committee members affirmed that the school's rigorous Mandarin immersion program creates a uniquely demanding context for English learner students, and that dedicated ELD instructional capacity and</p>

Educational Partner(s)	Process for Engagement
	<p>Small Group Instructor support are essential to providing English learners with the academic language support they need to make progress toward English proficiency while also developing Mandarin proficiency.</p> <p>Committee feedback was incorporated into the finalization of the LCAP's English learner-specific actions and budget allocations for the 2026-27 school year. Feedback contributed to the design of actions addressing designated and integrated English Language Development instruction, the maintenance of 2 FTE designated ELD staffing, Small Group Instructor support for elementary intervention, professional learning for staff serving English learners, the structured communication routines among the special education team, classroom teachers, and designated ELD teachers for dually identified students, and the family engagement structures that support parents of English learners.</p> <p>With respect to federal Title funding, committee input informed the alignment of categorical resources to the LCAP. Title I funds were affirmed for use in supplemental services for students at academic risk, including Small Group Instructor support and the social skills and friendship groups facilitated by Student Culture Specialists. Title II funds were affirmed for use in professional development and instructional leadership investments, including professional learning for designated ELD teachers and ELA teachers who deliver integrated ELD. Title III funds were affirmed for use in supplemental English learner services, including designated ELD support, English learner family engagement, and professional learning for staff serving English learners. Title IV funds were affirmed for use in supporting well-rounded educational opportunities, safe and healthy learning environments, and the effective use of technology.</p> <p>With respect to LREBG, committee members supported the continued use of one-time learning recovery resources for Small Group Instructor staffing at the elementary level, summer learning programming such as the Summer Boost Program, and adaptive digital learning platform subscriptions used to support targeted skill development across English language arts, mathematics, and Chinese language. These uses align directly with the supports that contribute to English learner progress and that build the academic foundation on which sustained language acquisition depends.</p>
<p style="text-align: center;"><b>SELPA</b></p>	<p>Yu Ming Charter School is a member of the El Dorado County Charter SELPA, which serves as the Special Education Local Plan Area for Yu Ming. The SELPA was engaged in the development of the 2026-27 LCAP through a request for feedback on the school's services and supports for students with exceptional needs. SELPA input was considered in the development of LCAP actions related to students with disabilities, with particular attention to access, inclusion, and alignment with IEP requirements. A summary of the engagement is provided below.</p> <p><b>Date</b></p> <p>Feedback request to the El Dorado County Charter SELPA conducted during the 2025-26 LCAP development cycle.</p> <p><b>Topics Discussed</b></p> <p>The consultation with the SELPA addressed the LCAP action related to services and supports for students with exceptional needs. Topics included student access to the general education program, inclusion of students with disabilities within Yu Ming's Mandarin immersion model, the alignment of services with IEP requirements, and the coordination of special education services with general education instruction and student support structures. The consultation also addressed Yu Ming's structured re-entry plan protocol for students with disabilities returning from</p>

Educational Partner(s)	Process for Engagement
	<p>extended medical absences and the structured communication routines among the special education team, classroom teachers, and designated English Language Development teachers for dually identified students.</p> <p><b>Feedback Provided</b></p> <p>SELPA feedback was considered in the development and refinement of the LCAP action related to services for students with disabilities for the 2026-27 school year. Feedback contributed to the design of the action's provisions for access to the general education program, inclusion of students with disabilities within the Mandarin immersion model, coordination of related services, IEP development and implementation, the re-entry plan protocol for students returning from extended medical absences, and the structured communication routines supporting dually identified English learner students with disabilities. SELPA input also reinforced the alignment of the school's special education services with the broader LCAP framework for academic, social-emotional, behavioral, and attendance support, ensuring that students with disabilities are meaningfully included across all dimensions of Yu Ming's educational program.</p>

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

Yu Ming Charter School's 2026-27 LCAP was meaningfully shaped by the input provided by educational partners across the engagement cycle. Feedback was gathered through biweekly administrator and principal leadership meetings, monthly Instructional Leadership Team meetings, weekly staff message feedback requests for teachers and classified staff, the Student Advisory Council, the weekly family newsletter, the Parent Advisory Committee, the combined English Learner Advisory Committee, District English Learner Advisory Committee, and English Learner Parent Advisory Committee, and consultation with the El Dorado County Charter SELPA. The resulting LCAP reflects clear and traceable connections between educational partner input and the goals, actions, staffing decisions, and resource allocations adopted for the 2026-27 school year.

**Addition of Restorative Support Specialists at Each Campus (Goal 1, Action 3):** The most prominent example of educational partner influence is the addition of Restorative Support Specialists at each Yu Ming campus, reflected in Goal 1, Action 3 (Addressing Social-Emotional and Behavioral Student Needs). Teachers, classified staff and other school personnel, and the Parent Advisory Committee independently identified the need for dedicated restorative support staffing to address students' social-emotional and behavioral needs. Teachers and classified staff specifically articulated the need to create a position to develop and implement individualized behavioral intervention plans for students requiring structured behavior support, and to ensure consistent application of restorative practices across all four campuses. The Parent Advisory Committee expressed appreciation for the creation of this new position prior to Board adoption, affirming that the role responds to a parent-identified priority. The adopted LCAP funds this position through Title I (\$146,854) and LREBG (\$23,634) resources, reflecting the alignment of one-time and ongoing categorical funds to a structural change requested by educational partners.

**Maintenance of 2 FTE Designated English Language Development Staffing (Goal 1, Action 6):** Administrator and principal feedback supported sustaining designated English Language Development (D-ELD) staffing at 2 FTE for the 2026-27 school year. The combined ELAC, DELAC, and EL-PAC reinforced this position, affirming that dedicated ELD instructional capacity is essential to providing English learners with the academic language support they need within Yu Ming's rigorous Mandarin immersion model. This educational partner consensus was incorporated directly into Goal 1, Action 6 (Strengthening EL Program and Services), which formalizes the maintenance of 2 FTE D-ELD staffing and reflects the school's response to the recent ELPI decline from 51.2% on the 2024 Dashboard to 42% on the 2025 Dashboard.

**Addition of Girls Leadership and Playworks Professional Development (Goal 1, Action 3; Goal 2, Professional Development Action):** Teachers identified the need for additional social-emotional learning curriculum support at the middle school level and for professional development that supports positive student play. In response, Yu Ming will contract with Girls Leadership to provide additional SEL curriculum and accompanying professional development for middle school teachers and will partner with Playworks to provide professional development to physical education teachers, kindergarten through fourth grade classroom teachers who teach physical education, Student Culture Specialists, Extended Care Program site supervisors, and Extended Care Program staff. The Girls Leadership SEL curriculum component is incorporated into Goal 1, Action 3 (Addressing Social-Emotional and Behavioral Student Needs), and the corresponding professional development for both Girls Leadership and Playworks is incorporated into the Professional Development action under Goal 2, reflecting the direct integration of teacher-identified professional learning priorities into the adopted plan.

**Continuation and Strengthening of Small Group Instructor Support (Goal 1, Action 2):** Administrators, classified staff and other school personnel, students, and the combined ELAC, DELAC, and EL-PAC each identified Small Group Instructor support as a valued and essential component of Yu Ming's instructional program. Students described Small Group Instructors as supportive of their learning within the Mandarin immersion context. Classified staff and English learner parent committee members emphasized that Small Group Instructor support is particularly important for students in a rigorous immersion program with a highly diverse, multilingual student population. The adopted LCAP continues Small Group Instructor staffing through Goal 1, Action 2 (Addressing Academic Needs to Accelerate Learning) and aligns Title and LREBG funding to sustain this staffing capacity at the elementary level.

**Continuation of After-School Programming and Extended Learning Opportunities (Goal 1, Action 2):** Administrators, classified staff, students, and the Parent Advisory Committee all affirmed the importance of after-school programming through the Expanded Learning Opportunities Program (ELOP) and the Summer Boost Program. The Parent Advisory Committee specifically emphasized the importance of maintaining both academic tutoring and social enrichment components of after-school programming, including sports programs. Students described both the academic support component, which reinforces classroom learning, and the enrichment opportunities, which extend learning into areas of student interest. The adopted LCAP maintains both programs through Goal 1, Action 2 (Addressing Academic Needs to Accelerate Learning), with funding alignment that supports the academic intervention and enrichment dimensions identified as most valuable by educational partners.

**Strengthened Support for Dually Identified English Learners and Students with Disabilities (Goal 1, Actions 5 and 6):** Feedback from the combined ELAC, DELAC, and EL-PAC, from the El Dorado County Charter SELPA, and from families of unduplicated students and students with disabilities, contributed to the design of structured communication routines among the special education team, classroom teachers, and designated ELD teachers for dually identified students. This structure appears in both Goal 1, Action 5 (Services to Support Students with Disabilities) and Goal 1, Action 6 (Strengthening EL Program and Services), reflecting the cross-functional input that shaped the school's approach to this student population. SELPA consultation specifically informed the design of the re-entry plan protocol for students with disabilities returning from extended medical absences, which is reflected in both Goal 1, Action 3 and Goal 1, Action 5, and which addresses the 11.4% chronic absenteeism rate for students with disabilities identified on the 2025 Dashboard.

**Attendance Engagement and Family Liaison Capacity (Goal 1, Action 3):** The chronic absenteeism needs assessment, informed by parents, school leaders at each campus, the network leadership team, and the family liaison, identified the limited capacity of one family liaison serving all four campuses as the most significant resource inequity affecting attendance support. The adopted LCAP responds through Goal 1, Action 3 (Addressing Social-Emotional and Behavioral Student Needs), expanding family liaison capacity to include home visits, phone campaigns, and proactive outreach at a three-absence threshold, with priority given to socioeconomically disadvantaged students, students with disabilities, and African American students who showed the greatest need on the 2025 Dashboard.

**Differentiated Teacher Evaluation Pathways and Expanded New Teacher Onboarding (Goal 2, Professional Development Action):** Reflection from administrators and the Instructional Leadership Team on the inconsistent implementation of Tier 1 and Tier 2 practices among newer teachers, documented in the 2025-26 Goal Analysis, informed the adoption of a revised teacher evaluation system with differentiated pathways for teachers new to Yu Ming, returning teachers, and distinguished teachers. The same reflection supported the expansion of new teacher summer professional development from three to four days.

These changes appear in the Professional Development action under Goal 2 and reflect Yu Ming's response to internal data review and educational partner input on staff development priorities.

**Refinement of the Assessment System (Goal 1, Action 1)** Administrator feedback on the school's assessment system, paired with internal data review, supported the discontinuation of the NWEA MAP Growth assessment in Goal 1, Action 1 (Measuring Student Progress: Assessments). Educational partners affirmed that Yu Ming's existing universal screening and progress monitoring tools, including mCLASS DIBELS, Renaissance STAR Reading, and Renaissance STAR Math, provide the diagnostic, formative, and progress monitoring data necessary to support the Multi-Tiered System of Supports. The adopted LCAP reflects this refinement, which reduces redundancy in the assessment system and focuses teacher and instructional leader attention on deeper analysis of the remaining assessment data.

**Alignment of Title and LREBG Funding to Partner-Identified Priorities (All Goals and Actions):** Across all educational partner engagements, Yu Ming reviewed the alignment of federal Title funding and Learning Recovery Emergency Block Grant resources with the LCAP. Educational partners affirmed that Title I funds support supplemental services for students at academic risk, including Small Group Instructor staffing under Goal 1, Action 2, and the Restorative Support Specialist position under Goal 1, Action 3. Title II funds support professional development and instructional leadership investments under the Goal 2 Professional Development action, including the Girls Leadership and Playworks partnerships. Title III funds support designated ELD instruction, English learner family engagement, and professional learning for staff serving English learners under Goal 1, Action 6. Title IV funds support well-rounded educational opportunities, safe and healthy learning environments, and the effective use of technology under Goal 1, Action 4 (Broad Course of Study) and related actions. LREBG funds, as one-time learning recovery resources, were affirmed for use in Small Group Instructor staffing under Goal 1, Action 2; the Summer Boost Program under Goal 1, Action 2; and adaptive digital learning platform subscriptions under Goal 1, Actions 1 and 2. The adopted LCAP reflects the categorical alignment validated through this educational partner review.

Taken together, these changes demonstrate that the 2026-27 LCAP is the product of substantive engagement with educational partners across multiple structured channels and that partner input directly shaped the staffing, programmatic, and resource allocation decisions reflected in the adopted plan. Yu Ming will continue to engage educational partners across the 2026-27 implementation year through ongoing leadership meetings, monthly ILT meetings, the Student Advisory Council, the weekly family newsletter, the Parent Advisory Committee, the combined ELAC, DELAC, and EL-PAC, and SELPA consultation, ensuring that the partnership between the school and its educational partners continues to inform implementation, mid-year refinements, and the development of subsequent LCAP cycles.

# 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.

**Centrality of the Multi-Tiered System of Supports:** Yu Ming Charter School developed Goal 1 to formalize the central role that the Multi-Tiered System of Supports (MTSS) plays in the school's instructional program and to ensure that every student in kindergarten through eighth grade receives instruction, intervention, and enrichment that is matched to their identified needs. The goal reflects Yu Ming's commitment to a data-informed, equity-driven model in which decisions about Tier 1 instruction, Tier 2 intervention, and Tier 3 support are anchored in evidence from local and state assessments rather than assumption or convention.

**Alignment with the Mandarin Immersion Model:** Goal 1 was developed in direct response to the conditions Yu Ming faces as a Mandarin immersion charter school serving a linguistically diverse student population, including a significant proportion of English learners who speak a third language at home. In an immersion setting, the demands placed on student language acquisition, literacy development, and content mastery require a disciplined, data-driven approach that can identify when students are progressing and when targeted intervention is needed. The MTSS framework provides the structure within which Yu Ming can deliver this differentiated support consistently across all four campuses, all grade levels, and the full range of student groups.

**Response to Student Outcome Data:** The goal was shaped by a careful review of student outcome data drawn from the California School Dashboard, the California Assessment of Student Performance and Progress, the Summative ELPAC, reclassification records, attendance data, and locally administered universal screening and progress monitoring instruments. This review identified both strengths to preserve, including Yu Ming's position as the highest-performing public elementary and middle school in Alameda County on CAASPP, and areas requiring focused improvement, including the recent decline in the English Learner Progress Indicator and the disproportionate rates of chronic absenteeism affecting students with disabilities, African American students, Hispanic students, White students, and socioeconomically disadvantaged students. Goal 1 holds together the school's response to both sets of findings, ensuring that the supports designed for the highest-need student groups are integrated with, rather than separated from, the broader instructional program.

**Coherence Across Interconnected Priorities:** Goal 1 is intentionally broad in scope because the priorities it addresses are interconnected. The school's assessment system, academic intervention structures, social-emotional and behavioral supports, broad course of study, special education services, and English learner programming each draw on the same MTSS framework and depend on coordinated implementation to produce results. By organizing these elements under a single goal, Yu Ming ensures that the school's actions move in the same direction, that resources are aligned to shared outcomes, and that progress can be monitored coherently across the multiple metrics that reflect student achievement, engagement, and well-being.

**Alignment with Yu Ming's Mission:** Goal 1 reflects Yu Ming's continued investment in its founding mission of preparing bilingual, biliterate, and globally competent graduates. The MTSS framework supports that mission by ensuring that students who require additional support to access the immersion program receive it, that students who are ready for acceleration are identified and challenged, and that the school's instructional decisions remain grounded in evidence about what is working for each student and each student group.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: <a href="#">CA School Dashboard</a>	2022-23 ELA CAASPP DFS All Students +95.9 EL +58.6 SED +73.1 Asian +100.7 White +100.5 Two or More Races +102.9	2023-24 ELA CAASPP DFS All Students +83.8 EL +52 SED +68 Asian +87.5 Two or More Races +99.6	2024-25 ELA CAASPP DFS All Students +82.1 EL +42 SED +45.9 African American +25.5 Asian +89.3 Hispanic +56 Two or More Races +94.8	2025-26 ELA CAASPP DFS All Students >80 EL >40 SED >40 African American >20 Asian >80 Hispanic >50 Two or More Races >80	All Students: -13.4 EL: +16.4 SED: -27.2 *African Am: N/A Asian: -11.4 *Hispanic: N/A *White: N/A Two or More Races: -8.1 <hr/> *Not numerically significant in either Baseline or Y2 Outcome
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: <a href="#">CA School Dashboard</a>	2022-23 Math CAASPP DFS All Students +107.5 EL +94.7 SED +75.1 Asian +115.4 White +97.3 Two or More Races +111.1	2023-24 Math CAASPP DFS All Students +99.5 EL +92.6 SED +76.9 Asian 106.1 Two or More Races +112.1	2024-25 Math CAASPP DFS All Students +100.6 EL +73.5 SED +71.5 African American +35.9 Asian +115.9 Hispanic +74.9 Two or More Races +106	2025-26 Math CAASPP DFS All Students >90 EL >70 SED >70 African American >30 Asian >90 Hispanic >70 Two or More Races >90	All Students: -6.9 EL: -21.2 SED: -3.6 *African Am: N/A Asian: +0.5 *Hispanic: N/A White: Two or More Races: <hr/> *Not numerically significant in either Baseline or Y2 Outcome
3	% Proficient CAST Source: <a href="#">CA School Dashboard</a>	2022-23 CAST % All Students 70.8% Asian 73.1% Two or More Races 60.0%	2023-24 CAST (Science Points) All Students 74.6 Asian 75.9	2024-25 CAST % All Students 70.64% Asian 76.92%	2025-26 CAST (Science Points) All Students 73.6 Asian 75.8	<u>% Met/exceed (CAST)</u> All Students: -0.16% Asian: +3.82% Two or more Races: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2024-25 CAST (Science Points) All Students 73.1 Asian 75.3		*Not numerically significant in either Baseline or Y2 Outcome
4	% EL who made progress towards English Language Proficiency Source: <a href="#">CA School Dashboard</a>	47% Source: 2023 Dashboard	51.2% Source: 2024 Dashboard	42% Source: 2025 Dashboard	2025-26: 45%	-4%
5	% students English Language Proficiency for Summative ELPAC Source: <a href="#">ELPAC website</a>	2022-23: 38.1% Proficient	2023-24: 30.61% Proficient	2024-25: 21.82% Proficient	2025-26: 25%	-16.28%
6	Reclassification Rate Source: CALPADS	2022-23: 32.7%	2023-24: 29%	2024-25: 22%	2025-26: 25%	-10.7%
7	Attendance Rate Source: CALPADS	2022-23: 97.06%	2023-24: 96.28%	2024-25: 96.8%	2025-26: 96.5%	-.26%
8	Chronic Absenteeism Rates Source: <a href="#">CA School Dashboard</a>	2022-23: Chronic Absenteeism Rate All Students 1.2% EL 1.5% SED 3.2% SWD 1.6% African American 7.9% Asian 0.5% Hispanic 1.6% White 0.0% Two or More Races 0.6%	2023-24: Chronic Absenteeism Rate All Students 2.2% EL 0.7% SED 4.5% SWD 10.3% African American 7.2% Asian 0.9% Hispanic 5.7% White 0.0% Two or More Races 3.1%	2024-25: Chronic Absenteeism Rate All Students 3.1% EL 2.4% SED 5.4% SWD 11.4% African American 10.1% Asian 1.2% Hispanic 7.1% White 7.7% Two or More Races 2.8%	2025-26 Chronic Absenteeism Rate All Students 3.2% EL 6.2% SED 6.9% SWD 10.0% African American 5.4% Asian 2.0% Hispanic 9.6% White 3.9% Two or More Races 2.6%	All Students: +1.9% EL: +0.9% SED: +2.2% SWD: +9.8% African Am: +2.2% Asian: +0.7% Hispanic: +5.5% White: +7.7% Two or More Races: +2.2% *Not numerically significant in either Baseline or Y2 Outcome
9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10	Suspension Rate Source: <a href="#">CA School Dashboard</a>	2022-23: Suspension Rate All Students 0.4% EL 0.7% SED 0.9% SWD 1.6% African American 1.6% Asian 0.3% Hispanic 0.0% White 1.7% Two or More Races 0.0%	2023-24: Suspension Rate All Students 0.1% EL 0% SED 0.3% SWD 0% African American 0% Asian 0% Hispanic 0% White 0.0% Two or More Races 0.0%	2024-25: Suspension Rate All Students 0.2% EL 0% SED 0.6% SWD 1.4% African American 0.0% Asian 0.0% Hispanic 1.2% White 0.0% Two or More Races 0.5%	2025-26: 0%	All Students: -0.2% EL: -0.7% SED: -0.9% SWD: -0.2% African Am: -1.6% Asian: -0.3% Hispanic: +1.2% White: -1.7% Two or More Races: +0.5% <hr/> *Not numerically significant in either Baseline or Y2 Outcome
11	Expulsion Rate Source: <a href="#">Dataquest</a>	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
12	% students participating in enrichment or elective course. Source: Master Schedule, CALPADS	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: <a href="#">SARC</a>	2022-23: 93%	2023-24: 100%	2024-25: 100%	2025-26: 100%	+7%
14	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: <a href="#">SARC</a>	2022-23: 53%	2023-24: 100%	2024-25: 100%	2025-26: 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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<ul style="list-style-type: none"> <li>○ % of pupils who complete CTE course from approved pathways</li> <li>○ % of pupils who have completed both A-G &amp; CTE</li> <li>○ % of pupils who pass AP exams with a score of 3 or higher.</li> <li>○ % of pupils prepared for college by the EAP (gr 11 SBAC)</li> <li>● Priority 5: <ul style="list-style-type: none"> <li>○ High School dropout rate</li> <li>○ High School graduation rates</li> </ul> </li> </ul>					

## Goal Analysis for 2025-26

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: Yu Ming Charter School has fully implemented the assessments outlined in this action and remains on pace for completion by the end of the year.

Teachers administer formative assessments on an ongoing basis to check for student understanding, guide instructional decisions, and identify students in need of intervention. Grade-level teams and school leadership regularly monitor assessment results to ensure students are progressing toward grade-level mastery. This data informs targeted, tiered academic intervention for students who are struggling.

**Challenges:** None identified.

**Successes:** The primary success of this action has been equipping teachers and school leaders with accurate, real-time data on student proficiency. This has enabled precise identification of students requiring Tier 2 academic support. The data-driven approach is especially valuable within Yu Ming's complex dual-immersion educational model, as it allows the school to monitor bilingual progress across different language distributions.

One-hundred percent (100%) of students were screened during the Fall diagnostic windows for both mCLASS DIBELS and STAR Math/Reading. This full participation ensures that no student goes unidentified within the MTSS framework. Teachers have developed and implemented a regular practice of data analysis and report that assessment results allow them to provide students with targeted, real-time feedback by pinpointing specific areas of need.

Action 2: This action has been fully implemented. Yu Ming employs Small Group Instructors (SGIs) to deliver academic intervention through both push-in and pull-out models during the instructional day for students in grades K–5. Students also have access to adaptive online learning platforms for supplemental intervention. Additionally, Yu Ming's Extended Learning Opportunity Program (ELOP) provides TK–8 students with academic support and enrichment after school and during intersession periods to address gaps in learning.

**Successes:** A key success this year is the continued use of Yu Ming's centralized MTSS Progress Monitor, a K–8 tracker that includes every student currently receiving academic intervention, organized by subject area and by class/teacher. On a weekly basis, teachers identify the specific learning objective being targeted and document whether each student has Met, Nearly Met, or Not Met that objective following intervention. This ongoing progress monitoring has been valuable in identifying students who may need additional supports beyond Tier 2, which may include more intensive services. The data populates a

dashboard with demographic breakdowns, enabling school leaders to identify trends and make informed decisions regarding school-wide or programmatic adjustments for students whose needs are not being met by current interventions.

ELOP after-school and intersession programs have been fully and successfully implemented.

**Challenges:** Several challenges have been identified. As Yu Ming's teaching staff includes a growing proportion of newer educators, instructional coaching has prioritized the development of effective and consistent Tier 1 practices. As a result, Tier 2 intervention implementation remains inconsistent across classrooms, and some newer teachers have not yet developed the skills needed to deliver effective targeted instruction for the highest-need students. Among SGIs, approximately half demonstrate strong intervention proficiency, while the remaining half require continued coaching and support to strengthen the quality of targeted instruction they provide.

Consistent use of adaptive online learning platforms also remains uneven. While some teachers successfully incorporate platform time into the instructional day, others are unable to do so and assign it as homework, resulting in inconsistent completion. Additionally, some families have communicated that they intentionally limit technology use at home. Yu Ming recognizes the need to better support families in understanding the benefits of technology-assisted learning and to explore solutions that reduce reliance on home technology access.

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Action 3: This action has been fully implemented. The Principal, Assistant Principal, and Culture Specialist review MTSS data on a weekly basis to ensure that services are being implemented effectively, students are being consistently monitored, and barriers to learning are promptly addressed.

Teachers continue to implement Strong Start daily, along with the Second Step SEL curriculum school-wide and the Wayfinder SEL curriculum in grades 6–8. Compass SEL curriculum is also in use in grades 3–8. In grades K–2, Self-Directed Learning (SDL) supports students in setting goals, making plans, practicing SEL skills, and reflecting on their learning. The Student Culture Specialist leads student social groups that incorporate lessons and concepts drawn from the SEL curriculum.

Yu Ming continues to utilize Care Solace, a mental health case management referral system, to connect students, staff, and families with community mental health resources. Of approximately 66 families offered the service, 22 have successfully utilized it to access the support they need.

**Challenges:** SEL professional development has received less dedicated time this year, with the school's prioritization of strengthening Tier 1 and Tier 2 academic instruction. As a result, implementation of Yu Ming's SEL model is inconsistent across campuses and grade levels, particularly among teachers who are newer to the school.

In the middle school, a dedicated SEL teacher leads SEL lessons and Compass circles. Since this is a first-year teacher in the role, the rollout of circles was delayed and implementation is still developing.

This school year, the Mental Health Clinician shifted to a FTE role, which meaningfully expanded the school's capacity to provide support. The Student Culture Specialist role is also being developed to take on a broader scope of mental health and social-emotional support. The ongoing challenge is sustaining and scaling this capacity as the school continues to grow, while building a pipeline of trained professionals equipped to meet increasing demand.

**Successes:** This year, Yu Ming implemented the Insights Survey, a comprehensive instrument measuring SEL competencies and school culture, across both elementary and middle school grade levels. When analyzed alongside SAEBRS screening data, fall survey results have yielded meaningful additional data points for identifying students who may require social-emotional support or who present as elevated risk.

Drawing on Insights SEL survey data, seven targeted student support groups have been established across Yu Ming's four campuses, facilitated by Mental Health Clinicians and Student Culture Specialists. Groups are organized around specific areas of identified need, including anxiety, growth mindset, self-regulation, and interpersonal skills. An additional 8 to 10 groups are projected to launch before the close of the school year. Collectively, individual and

group counseling services are on track to reach between 80 and 100 students across all four campuses. Teacher observations indicate that students participating in these groups are demonstrating measurable growth in self-regulation, interpersonal skills, and growth mindset.

The addition of the Director of SEL and Equity has strengthened the school's capacity to monitor and respond to student social-emotional and behavioral needs, including the development of data dashboards that enable efficient, school-wide tracking of supports and outcomes.

Mental Health Clinicians are also preparing to deliver classroom-level instruction on neurodivergence to upper elementary students, further embedding social-emotional learning into the broader school experience.

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Action 4: This action has been fully implemented. Yu Ming continues to provide all students with a broad course of study that extends well beyond core academic subjects. Enrichment offerings are integrated into the master schedule to ensure 100% student access and include the following: K–5: Choral music, instrumental music, and art; Grades 5–8: Design Lab; and Grades 6–8: Service Learning, Contemporary China, Graduate Defense, Chinese Literacy, Global Citizenship, Compass Circle, Musical Instruments, Coding, and Chinese Theatre/

**Challenges:** No significant challenges have been identified.

**Successes:** Qualitative feedback gathered through student surveys reflects a high degree of enthusiasm for enrichment opportunities, with students consistently reporting an increased sense of connection to and appreciation for their school experience. The continuation of Graduate Defense and Service Learning for 8<sup>th</sup> grade students provides a meaningful culminating experience and a structured pathway for demonstrating the Global Competency that is central to Yu Ming's mission.

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Action 5: This action has been fully implemented. and that students with disabilities (SWDs) receive all services outlined in their individualized education plans, including compensatory minutes where applicable. The Director also oversees the delivery of additional academic support across all tiers and ensures that SWDs receive appropriately individualized instruction during Specialized Academic Instruction (SAI) time.

All IEP timelines have been met this school year, and services are being delivered in full accordance with each student's IEP. Any missed service minutes are remediated through compensatory time. Extended School Year (ESY) services are scheduled for the summer as a four-week program, offered in conjunction with Yu Ming's Summer Extended Learning Opportunity (ELO) Program.

The Director of Student Support Services and relevant staff continue to engage in professional learning through El Dorado Charter SELPA. Professional development attended this year includes the SELPA Community of Practice for Directors of Dual Immersion Schools, Supporting Bilingual Students, and the F3 Special Education Law Conference. Key staff members are additionally scheduled to participate in facilitated IEP meeting training in March.

**Challenges:** Unexpected staffing changes have resulted in some interruptions to service delivery. These gaps are being actively addressed through the provision of compensatory minutes and ongoing monitoring by the Director of Student Support Services to ensure continuity of support for affected students.

**Successes:** Five students have successfully exited IEP services this school year, reflecting meaningful progress toward individualized goals. All IEP meetings have been conducted within required timelines. Teachers and staff report feeling well-supported by the Student Support Services Team (SSST), as evidenced by staff pulse check survey scores of 4.0 out of 5.0 in November and 3.65 out of 5.0 in January.

Yu Ming's special education team has made notable contributions to the broader professional knowledge base around supporting SWDs within dual immersion program settings. Staff have facilitated differentiated training on addressing students' social-emotional and sensory needs in the classroom, as well as professional development focused on typical developmental milestones to support educators in identifying potential indicators of disability.

STAR Math proficiency data for students receiving special education services demonstrates growth from the beginning of the year to the middle of the year: **BOY STAR Math (SpEd):** 41% proficiency; and **MOY STAR Math (SpEd):** 48% proficiency. At the time of this document the end of year results are pending.

Action 6: This action has been fully implemented. All English Learners (ELs) at Yu Ming receives both Designated English Language Development (D-ELD) and Integrated English Language Development (I-ELD) instruction in accordance with state requirements. Teachers have received supplemental professional development focused on research-aligned strategies to support EL language acquisition and Amplify Language Studio continues to be utilized as a supplemental tool for building academic language proficiency.

D-ELD is delivered through a combination of dedicated instructors and credentialed English teachers providing targeted pull-out support across grade levels. A dedicated D-ELD teacher provides regular pull-out instruction for students in grades K–2, a grade 4 teacher delivers D-ELD to students in grades 3–4, and a grade 5 English teacher facilitates pull-out D-ELD for students in grades 5–8.

**Challenges:** Yu Ming experienced a significant staffing disruption in late November when the K–2 D-ELD instructor separated from the school. During the transition period, English teachers assumed responsibility for providing targeted ELA and ELD pull-out support for affected students. Although a new K–2 D-ELD teacher has since been hired, the transition period presented a considerable learning curve and resulted in a gap in consistent, targeted D-ELD services for students in the primary grades.

To remediate lost instructional time and accelerate language development for affected ELs, Yu Ming hired an additional 0.5 FTE D-ELD instructor to strengthen service delivery and ensure continuity of support.

**Successes:** Yu Ming's English teaching staff demonstrates notable strength this year, with increased overall experience contributing to more consistent and effective I-ELD implementation across classrooms. Classroom observations confirm that teachers are systematically and intentionally applying I-ELD strategies to support English Learners across content areas, reflecting strong instructional practice.

Supplemental D-ELD opportunities provided through the Extended Learning Opportunity Program (ELOP) have expanded students' access to structured practice in academic speaking and listening. Teacher observations indicate measurable improvements in student performance as students engage with ELPAC-aligned practice tasks, suggesting that this additional instructional time is supporting meaningful language development.

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.

Across the actions supporting Goal 1, Yu Ming Charter School experienced several material differences between budgeted expenditures and estimated actual expenditures during the year. These variances reflect staffing decisions, hiring outcomes, and vendor cost adjustments that occurred during implementation. Each variance is explained in detail below.

**For Action 1,** budgeted expenditures exceeded estimated actual expenditures because the cost of CLA assessments came in lower than originally projected. The vendor cost realized during the year was below the school's initial budget estimate, resulting in expenditures that were less than originally budgeted for this action.

**For Action 2,** estimated actual expenditures exceeded budgeted expenditures because Yu Ming hired a greater number of interns than originally planned. The school had budgeted for two interns but ultimately hired five. The additional intern hires, made to support staffing capacity within Yu Ming's instructional program, increased the actual personnel costs above the originally budgeted amount for this action.

**For Action 3,** estimated actual expenditures exceeded budgeted expenditures because Yu Ming hired a Director of Talent and Culture in addition to the Director of Equity and Social-Emotional Learning that had originally been budgeted. The expansion of leadership staffing within this action reflected an

organizational decision to strengthen the school's capacity in talent development, staff culture, and equity and SEL leadership, with the result that actual personnel costs exceeded the original budget for this action.

**For Action 4**, estimated actual expenditures exceeded budgeted expenditures because Yu Ming added a part-time music teacher to the originally planned full-time music teacher position. The addition of the part-time position expanded the music program's instructional capacity but increased actual personnel costs above the original budget for this action.

**For Action 6**, estimated actual expenditures were less than budgeted expenditures because Yu Ming hired a part-time English Language Development teacher at 0.5 FTE rather than the full-time ELD teacher originally budgeted. The reduced FTE assignment resulted in lower actual personnel costs than originally projected for this action.

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

Action 1: This action functions as the diagnostic engine of Yu Ming's entire MTSS. The assessment system provides the data foundation that makes targeted interventions possible, both for academic needs addressed in Goal 1 and for SEL needs addressed in Goals 1 and 3. Without this system, neither area of intervention could be meaningfully data-informed.

Beginning-of-year (BOY) and middle-of-year (MOY) STAR assessments provide early insight into student performance and provides teachers sufficient time to deliver the targeted intervention needed to improve student academic outcomes as reflected in coursework CAASPP results: MOY STAR Reading (Grades 2–8): 76% proficiency; MOY STAR Math (K–8): 82% proficiency

Action 2: Teacher- and SGI-led intervention is proving effective. Based on mid-year data, teachers are currently reconfiguring intervention groups, with approximately 20% of students anticipated to exit intervention based on MTSS Progress Monitoring results — a meaningful indicator of student growth.

Yu Ming also monitors student engagement and mastery across adaptive learning platforms, including Amplify Boost Reading, Level Learning, Freckle ELA, Freckle Math, and Teach to One Roadmaps. Data consistently indicates that students with higher levels of platform engagement demonstrate the greatest academic progress.

Action 3: The effectiveness of SEL programming varies by component. Strong Start Circles, Second Step, and SDL have demonstrated effectiveness in advancing SEL goals, particularly in classrooms where implementation is consistent and led by experienced teachers. The Compass framework is showing moderate effectiveness in grades 3 through 8, where full implementation of the circle format remains inconsistent across classrooms. Data-driven identification of student needs through universal screening, combined with targeted group intervention, has proven effective in delivering timely, differentiated social-emotional support. Connections to community mental health resources through Care Solace have further extended the school's capacity to address student and family needs beyond the school setting.

Action 4: This action is effective. By offering courses such as Compass Circle and Global Citizenship alongside rigorous academic instruction, Yu Ming delivers the "whole heart" education described in its goal, one that develops students academically, culturally, and as engaged global citizens.

Action 5: Implementation of this action is effective in meeting the established goals for this area. Timely IEP compliance, consistent service delivery, ongoing professional development, and targeted staff training collectively provide a strong foundation for improving outcomes for SWDs at Yu Ming.

Action 6: I-ELD instruction is effective. Classroom observation data demonstrates that English teachers are successfully embedding ELD strategies into core content instruction, providing ELs with consistent, integrated language support across the curriculum.

D-ELD support delivered through ELOP is also effective. The additional instructional time provides students with purposeful practice in speaking and listening within an academic context. Teacher-reported growth in ELPAC readiness further supports the conclusion that supplemental D-ELD is positively impacting student language development outcomes.

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.

Yu Ming Charter School develops a one-year LCAP on an annual basis. As part of the school's ongoing schoolwide improvement cycle, Yu Ming uses multiple types of local and state data, in addition to the California School Dashboard, feedback from its educational partners, to measure program effectiveness and to support data-driven decision making. The findings of these reviews inform refinements to the school's LCAP goals, metrics, target outcomes, and actions.

For the 2026-27 school year, Yu Ming made no changes to LCAP Goal 1, its associated metrics, or its target outcomes. The goal, metrics, and target outcomes remain consistent with the prior year's plan, reflecting the continued alignment of these elements with the school's instructional priorities and Dashboard performance.

Within the actions supporting Goal 1, the school made the following targeted changes for the 2026-27 school year as a result of reflections on prior practice:

Within Action 1, Yu Ming will discontinue the implementation of the NWEA MAP Growth assessment. This change reflects a review of the school's assessment system and a determination that Yu Ming's existing universal screening and progress monitoring tools, including mCLASS DIBELS, Renaissance STAR Reading, and Renaissance STAR Math, provide the diagnostic, formative, and progress monitoring data necessary to support the Multi-Tiered System of Supports and to inform instructional decision-making. Removing NWEA MAP Growth from the assessment system reduces redundancy and allows teachers and instructional leaders to focus on the deeper analysis of data from the remaining assessment tools.

Within Action 3, Yu Ming will expand the implementation of the Second Step social-emotional learning curriculum to include fifth grade, ensuring continuity of SEL instruction during the transition from elementary to middle school programming. In addition, middle school will incorporate an additional SEL curriculum from Girls Leadership, extending the school's middle grades SEL offerings to provide students with structured opportunities for leadership development and identity exploration. Together, these changes strengthen the coherence of Yu Ming's SEL programming across the transition from elementary to middle school and broaden the range of structured SEL experiences available to middle school students.

Also within Action 3, Yu Ming will add a new position, the Restorative Support Specialist, at each school site. The Restorative Support Specialists will deliver Tier 1 and Tier 2 supports under a coordinated framework, working in alignment with the Director of Culture, Student Culture Specialists, and classroom teachers to ensure consistent application of restorative practices across classrooms and campuses. The Restorative Support Specialists will also assist with the development of behavioral intervention plans for students who require a structured behavior plan, strengthening the school's capacity to respond to students with the most intensive behavioral needs. The addition of this position responds directly to educational partner feedback, including feedback from teachers, classified staff, and the Parent Advisory Committee, who identified dedicated restorative support staffing as a priority for the 2026-27 school year.

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 its Multi-Tiered System of Supports (MTSS) framework, Yu Ming Charter School will implement a comprehensive assessment system designed to monitor student academic progress, identify individual strengths and needs, inform instructional modifications, guide intervention decisions, and ensure appropriate academic challenge for all students. The system spans diagnostic, formative, trimester, and end-of-year summative assessments across the school's core academic areas of English Language Arts, Mandarin, mathematics, and science.</p> <p><b>Diagnostic Assessments and Universal Screeners</b></p> <p>Yu Ming will administer a coordinated set of universal screeners to establish baseline data, identify students in need of intervention or enrichment, and inform tier placement within the MTSS framework. In English reading, students in kindergarten through fifth grade will be screened using mCLASS DIBELS, and students in second through eighth grade will be screened using Renaissance STAR Reading. In mathematics, students in kindergarten through eighth grade will be screened using Renaissance STAR Math.</p> <p><b>Formative Assessments</b></p> <p>Formative assessments will be embedded throughout daily and weekly instruction to provide teachers with timely evidence of student learning and to inform real-time instructional adjustments. Teachers in transitional kindergarten through eighth grade will use daily and weekly exit tickets across English, Chinese, and mathematics to gauge student understanding of recently taught content. Progress monitoring with DIBELS will be conducted every six weeks for students in kindergarten through fifth grade who have been identified as needing additional support, allowing teachers to track responsiveness to intervention. In addition, unit assessments will be administered in Chinese and mathematics across transitional kindergarten through eighth grade, in science for grades six through eight, and in English for grades six through eight, providing periodic measures of mastery as students complete instructional units.</p> <p><b>Trimester Assessments</b></p>	\$63,185.33	N

Action #	Title	Description	Total Funds	Contributing
		<p>Each trimester, Yu Ming will administer a coordinated cycle of assessments that collectively measure progress in both Mandarin and English literacy, in writing, and in mathematics. In Chinese, students in kindergarten through eighth grade will complete the Learning Headquarter Writing Assessment, students in first through eighth grade will complete the Level Chinese reading assessment, and kindergarten students will complete the Character Reading Assessment. In English, students in kindergarten through fifth grade will complete the CKLA Writing Assessment, students in kindergarten through second grade will complete mCLASS DIBELS, and students in second through eighth grade will complete STAR Reading (LREBG funded: \$13,396; LCFF S&amp;C funded \$2,967). In mathematics, students in kindergarten through eighth grade will complete STAR Math, and students in kindergarten through fifth grade will additionally complete trimester interim assessments through Illuminate.</p> <p><b>End-of-Year Summative Assessments</b></p> <p>To measure year-end Chinese language proficiency, Yu Ming will administer the STAMP 4Se assessment to students in second and fifth grade and the STAMP 4S assessment to students in eighth grade. These benchmark grade levels capture proficiency at key transition points in the immersion model and provide the school with longitudinal data on Mandarin language acquisition.</p> <p><b>Use of Assessment Data</b></p> <p>All assessment data will be analyzed collaboratively by teaching teams during scheduled data review cycles. Analysis will inform Tier 1 instructional adjustments, identify students requiring additional Tier 2 or Tier 3 supports, identify students requiring enrichment, and support team-level monitoring of progress toward academic goals across the school year. Analysis will also inform school-level decisions about curricular alignment, intervention design, and professional development needs.</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 that all students progress toward grade-level mastery across core academic areas. The system integrates targeted academic interventions, extended learning opportunities, and adaptive digital learning platforms, all coordinated within Yu Ming's Multi-Tiered System of Supports framework and informed by the comprehensive assessment data described in the Measuring Student Progress action.</p>	\$1,808,261.52	Y

Action #	Title	Description	Total Funds	Contributing
		<p><b>Targeted Academic Interventions</b></p> <p>At the elementary level, Yu Ming will employ Small Group Instructors who provide differentiated academic support to students in transitional kindergarten through fifth grade through a combination of in-class small group instruction and targeted pull-out sessions. Student needs are identified through analysis of universal screening data, progress monitoring data, and classroom evidence. Each participating student has an individualized intervention plan with specific progress monitoring goals, and Small Group Instructors collaborate with classroom teachers to align intervention with Tier 1 instruction and to support transitions in and out of intervention as student needs evolve.</p> <p>At the middle school level, classroom teachers in mathematics, English, science, and Chinese deliver targeted academic intervention through small group instruction during the Self-Directed Learning (SDL) period. While most students engage in independent work during SDL, teachers pull small groups of students who require additional support to address specific skill gaps identified through assessment data. This structure allows Yu Ming to deliver targeted intervention within the school day without removing students from core content instruction.</p> <p><b>Extended Learning Programs</b></p> <p>Yu Ming will offer two extended learning programs that complement the school-day intervention system. The first is the Summer Boost Program, a four-week academic intervention offered at no cost to families in July 2026, designed for students who are not yet proficient in Chinese or English. Participating students receive daily targeted instruction from certified teachers, supplemented by reinforcement during classroom independent work periods. The second is Yu Ming's Expanded Learning Opportunities Program (ELOP), which provides year-round academic support through after-school programming, intersession periods, and summer enrichment. ELOP ensures that learning reinforcement continues during extended breaks from regular instruction and is particularly valuable for students who benefit from additional exposure to academic content beyond the school day.</p> <p><b>Digital Learning Platforms</b></p> <p>To complement teacher-led instruction and intervention, Yu Ming students will have access to a coordinated set of research-based adaptive digital learning platforms across English language arts, mathematics, and Chinese. In English language arts, students in kindergarten through fifth grade will use Boost Reading, and students in third through fifth grade will additionally use Freckle ELA. In mathematics, students in kindergarten through fifth grade will use Khan</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Kids, students across kindergarten through eighth grade will use Freckle Math, and students in fourth through eighth grade will use Teach to One Roadmaps. In Chinese, students in kindergarten through fifth grade will use Word Wall, Arch Chinese, and Better Immersion; students in kindergarten through eighth grade will use Level Learning; students in first through eighth grade will use iChinese Reader; and students in sixth through eighth grade will use WeVideo to support multimedia language production. Teachers monitor student usage and progress on these platforms and incorporate platform data into broader instructional decision-making.</p> <p><b>Monitoring Effectiveness</b></p> <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. Teaching teams will review intervention outcomes during scheduled data review cycles, and students will move between tiers of support as their progress data indicates. The combination of school-day intervention, extended learning programs, and adaptive digital platforms is designed to provide flexibility, responsiveness, and sustained support so that students who enter the year below grade level have multiple pathways to accelerate toward mastery.</p>		
3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>In alignment with Yu Ming Charter School's Multi-Tiered System of Supports (MTSS) framework, students will have access to a comprehensive system of services designed to address their social-emotional, behavioral, and mental health needs through evidence-based programming, universal screening, targeted interventions, and proactive family engagement. The system also coordinates closely with the school's attendance and engagement work, ensuring that students who exhibit early warning signs, whether through behavior, social-emotional risk indicators, or absenteeism patterns, are connected to support quickly and consistently.</p> <p><b>Leadership and Framework</b></p> <p>The Director of Culture will lead the social-emotional learning (SEL) component of Yu Ming's MTSS framework, ensuring consistent implementation of research-based curricula and interventions across all grade levels and all four campuses. The Director of Culture also trains and oversees the Restorative Support Specialists (new position for 2026-27) at each school site, who deliver Tier 1 and Tier 2 supports under a coordinated framework.</p>	\$497,102.13	N

Action #	Title	Description	Total Funds	Contributing
		<p><b>Universal SEL Programming</b></p> <p>In transitional kindergarten through fifth grade, students will participate in Strong Start Circle Time and the Second Step Curriculum, which together provide foundational social-emotional skill development for all elementary students. In third through eighth grade, students will participate in the Compass Framework, including student badge work and weekly circles. Beginning in the 2026-27 school year, middle school students will also engage with additional SEL curriculum from Girls Leadership, extending the school's offerings to provide structured opportunities for leadership development and identity exploration.</p> <p><b>Screening and Early Identification</b></p> <p>Yu Ming will administer the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) as a universal screening tool to identify students at risk for social-emotional and behavioral challenges. This brief, norm-referenced assessment is administered at multiple points across the year and produces actionable risk indicators that the MTSS team uses to identify students who would benefit from Tier 2 or Tier 3 support before challenges intensify.</p> <p><b>Targeted Interventions</b></p> <p>Students identified as at risk through SAEBS data, teacher referral, or other early warning indicators will be referred to appropriate support services. These include individual or group counseling with the school's Mental Health Clinician; social skills and friendship groups facilitated by Restorative Support Specialists (Title I funded \$146,854; LREBG funded \$23,634) that will provide individualized behavioral intervention plans for students whose needs warrant a structured behavioral plan.</p> <p><b>Self-Directed Learning Integration</b></p> <p>Students in kindergarten through second grade will participate in dedicated Self-Directed Learning (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 transitions to academic skill reinforcement, building on the self-regulation and goal-setting routines established in the fall.</p> <p><b>Attendance Engagement and Re-Entry Support</b></p> <p>Recognizing that consistent school attendance is foundational to social-emotional well-being and academic progress, Yu Ming will integrate its attendance engagement work directly into the social-emotional and behavioral</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>support system for the 2026-27 school year. The school's family liaison will operate under clearer early intervention protocols, including a structured trigger to initiate family outreach when a student reaches three absences. This shift from reactive to proactive engagement aligns with research-based attendance frameworks and ensures that families receive contact before absences accumulate to a chronic level.</p> <p>The MTSS team will conduct a monthly absenteeism review disaggregated by student group, with particular attention to students with disabilities, Black or African American students, and socioeconomically disadvantaged students, who showed the greatest need on the 2025 California School Dashboard. The monthly review will allow Yu Ming to identify patterns earlier and to time interventions around known spike points such as illness season and post-break periods. Family liaison capacity will be expanded to include home visits and phone campaigns for the highest-need students, and the school will develop a transportation support resource list to share with families who experience split-household arrangements or other logistical barriers to consistent attendance.</p> <p>For students with disabilities specifically, Yu Ming will develop a structured re-entry plan protocol for students returning from extended medical absences. The protocol will be designed to ease the social-emotional transition back to school, coordinate with the student's IEP team where appropriate, and prevent further disengagement following an extended absence. This re-entry support sits at the intersection of attendance, behavioral health, and special education, and reflects Yu Ming's commitment to coordinated, individualized support for the students who face the most significant barriers to consistent engagement.</p> <p><b>Climate and Culture Monitoring</b></p> <p>Student well-being and school climate will be assessed through two complementary instruments. The Insights Survey, drawn from the 7 Mindsets framework, will measure social-emotional learning outcomes and student mindset development. An SEL Survey will evaluate school climate, sense of belonging, and student voice across grade levels. Both tools are evidence-based and provide administrators with visual dashboards that support data interpretation and timely action planning. The compiled data enables evidence-based decision-making for intervention management and continuous improvement of social-emotional learning outcomes school-wide.</p> <p><b>Monitoring Effectiveness</b></p> <p>All social-emotional, behavioral, and attendance engagement services will be monitored regularly for effectiveness, with adjustments made based on ongoing</p>		

Action #	Title	Description	Total Funds	Contributing
		assessment and screening data, monthly absenteeism review outcomes, and student progress toward established goals. The integration of SEL programming, behavioral intervention, family engagement, and attendance support within a single MTSS framework is designed to ensure that early warning signals are addressed and that students experience coordinated support across the academic, social-emotional, and engagement dimensions of their school experience.		
4	BROAD COURSE OF STUDY	<p>Yu Ming Charter School will provide all students with a comprehensive educational program that extends well beyond core academic instruction in English Language Arts, Mandarin Language Program, Mathematics, Science, Social Studies, and Physical Education. The program is designed to ensure that students in kindergarten through eighth grade develop the academic, artistic, technological, linguistic, and civic competencies that prepare them for success in high school and as bilingual, biliterate global citizens.</p> <p><b>Universal Visual and Performing Arts Programming</b></p> <p>All students in kindergarten through eighth grade will participate in Visual and Performing Arts (VAPA) programming, including both choral and instrumental music instruction. The VAPA program fosters creative expression, artistic skill development, and an appreciation for the arts as an essential dimension of a well-rounded education. Universal access to VAPA is a foundational element of Yu Ming's broad course of study, ensuring that students at every grade level have meaningful opportunities to engage in artistic learning across the school year.</p> <p><b>Elementary Enrichment</b></p> <p>Students in kindergarten through fourth grade receive foundational exposure to arts and music programming as part of their comprehensive educational experience. These early enrichment experiences build the artistic vocabulary, performance habits, and creative confidence on which Yu Ming's upper school (G5-8) programming subsequently builds.</p> <p><b>Fifth Grade Expansion</b></p> <p>Beginning in fifth grade, Yu Ming expands student access to specialized programming that prepares students for the more advanced coursework of the middle grades. Fifth-grade students will participate in Design Lab, which provides hands-on engineering and design thinking experiences, and in Coding, which introduces students to computer programming and computational thinking. Together, these courses introduce students to applied technology and</p>	\$125,466.55	N

Action #	Title	Description	Total Funds	Contributing
		<p>problem-solving skills that are reinforced and extended in sixth through eighth grade.</p> <p><b>Middle School Specialized Programming</b></p> <p>Middle school students in sixth through eighth grade will engage in advanced coursework designed to prepare them for high school success, sustained Mandarin proficiency, and global citizenship. Technology and innovation coursework includes Design Lab, which extends into advanced engineering design and maker-space experiences, and Coding, which provides progressive computer science and programming instruction across the middle school years.</p> <p>Global citizenship and leadership coursework includes structured instruction in Social-Emotional Learning (SEL) and Global Citizenship Skills, focused on the development of intercultural competence and civic responsibility, and Service Learning, which engages students in community-based, project-oriented experiences that connect classroom learning to real-world contributions.</p> <p>Mandarin Chinese language specialization in the middle grades is anchored by two signature experiences. In eighth grade, students complete Contemporary China, a course providing advanced cultural and historical studies of modern China that builds on the foundation established through Yu Ming's elementary Mandarin immersion program. Also in eighth grade, students complete the Graduate Defense, a capstone project in which students publicly demonstrate their academic growth, biliteracy, and bilingual proficiency before graduation.</p> <p><b>Coherence Across the Broad Course of Study</b></p> <p>Yu Ming's broad course of study is intentionally sequenced so that universal elementary offerings build into fifth-grade expansion, which in turn builds into specialized middle school programming. This coherent progression ensures that all students, regardless of grade level, have access to the artistic, technological, linguistic, and civic learning experiences that define a comprehensive Yu Ming education and that prepare them for high school and beyond as bilingual and biliterate global citizens.</p>		
5	SERVICES TO SUPPORT SWD	<p>Yu Ming Charter School is committed to providing students with disabilities (SWD) with a full continuum of services that meets their academic, social-emotional, behavioral, and engagement needs in alignment with each student's Individualized Education Program (IEP). This action outlines the structures, staffing, professional learning, family engagement, and attendance support</p>	\$1,740,917.88	N

Action #	Title	Description	Total Funds	Contributing
		<p>practices that together ensure students with disabilities receive a free appropriate public education within the least restrictive environment.</p> <p><b>SELPA Partnership and Compliance Leadership</b></p> <p>El Dorado County Charter SELPA is the SELPA provider for Yu Ming Charter School. The Director of Student Support Services, who serves as Yu Ming's Special Education Director, will ensure that all IEP timelines and related services are addressed in accordance with state and federal special education law, and will maintain consistent communication with parents and guardians regarding their child's IEP, services, and progress.</p> <p><b>Special Education Team Structure and Service Delivery:</b> The Special Education Team is composed of the Director of Student Support Services, Education Specialists, the School Psychologist, Behavior Aides, and contracted service providers. The team works collaboratively to ensure that the academic, social-emotional, behavioral, and related service needs of students with disabilities are met and that support services are provided as identified in each student's IEP. Education Specialists coordinate closely with general education teachers, including classroom teachers, designated English Language Development teachers, and content specialists, so that specialized instruction is aligned with Tier 1 instruction and that students with disabilities have meaningful access to Yu Ming's broad course of study, including the Mandarin immersion program.</p> <p><b>Professional Learning:</b> The Special Education Team will continue to participate in professional learning offered through the El Dorado County Charter SELPA in order to improve student academic outcomes, strengthen IEP development and implementation, and accelerate student learning. Professional learning topics include evidence-based instructional practices, behavioral supports, assessment, and compliance.</p> <p><b>Extended School Year:</b> Yu Ming will offer Extended School Year (ESY) services for eligible students with disabilities to address potential regression in learning during extended breaks from instruction, in accordance with each student's IEP team determination.</p> <p><b>Parent Education and Engagement:</b> The Special Education Team will continue to provide increased support and education for parents of students with disabilities. Topics will include an introduction to special education and the population it serves, the pathways to educational support available to students, and a comprehensive special education orientation that walks families through the full continuum of Yu Ming's Multi-Tiered System of Supports and the services available to their child. The intent of this parent education is to ensure that</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>families understand both the general education supports their child can access and the additional services available through special education when appropriate.</p> <p><b>Alternative Dispute Resolution and Collaborative Practices:</b> In addition to general professional learning, special education leadership and general education administration will continue to participate in alternative dispute resolution (ADR) training opportunities through the El Dorado County Charter SELPA and the Pathways 2 Partnership program. Potential areas of focus include facilitated IEPs, navigating and preventing conflict, and Administrative Designee training. To identify the most appropriate offerings, special education leadership will continue to collaborate with the SELPA Program Specialist to review the trainings available throughout the year and to select those that best meet the team's current development needs. Yu Ming's special education leadership will also participate in the SELPA's Professional Learning Network meetings held throughout the year and in the CEO Council, where charter school leaders vote on important initiatives within the El Dorado County Charter SELPA.</p> <p><b>Dual Immersion Special Education Networking:</b> The Special Education Team will continue to participate in the Dual Immersion Director's Roundtable, networking with peers from other dual immersion programs to share strategies, problem-solve common challenges, and gain support for the unique aspects of delivering special education services within an immersion model.</p> <p><b>Attendance Support and Re-Entry for Students Returning from Extended Medical Absences:</b> Yu Ming's 2025 California School Dashboard data indicate that students with disabilities experience a chronic absenteeism rate of 11.4%, the highest of any student group at Yu Ming and well above the school-wide rate of 3.1%. Analysis of attendance data and reasons for absence has identified that extended illness and surgical recovery account for a meaningful share of the absences experienced by this group. To address this pattern, beginning in the 2026-27 school year the Special Education Team will partner with the Director of Culture, the family liaison, and classroom teachers to develop and implement a structured re-entry plan protocol for students with disabilities returning from extended medical absences. The protocol will be designed to ease the academic and social-emotional transition back to school, identify any additional or modified supports needed during the re-entry period, and prevent further disengagement following an extended absence. Where appropriate, the protocol will be coordinated with the student's IEP team so that any necessary adjustments to services, accommodations, or scheduling are formalized through the IEP process. This re-entry support sits at the intersection of attendance</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>engagement, special education service delivery, and social-emotional support, and reflects Yu Ming's commitment to coordinated, individualized support for the students who face the most significant barriers to consistent school engagement.</p> <p><b>Monitoring Effectiveness:</b> All special education services and supports will be monitored regularly for effectiveness. The Director of Student Support Services will oversee compliance, service delivery, and outcomes, and will use IEP progress data, attendance data, and stakeholder feedback to inform continuous improvement of the school's special education programming.</p>		
6	STRENGTHENING EL PROGRAM & SERVICES	<p>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 English learner reclassification rates, and increase the percentage of students demonstrating progress toward English language proficiency as measured by the English Learner Progress Indicator (ELPI). The following action is designed to reverse the recent ELPI decline from 51.2% on the 2024 California School Dashboard to 42% on the 2025 Dashboard, and to restore the parallel decline observed in ELPAC proficiency and reclassification rates. The action incorporates the strategies identified in the 2026-27 ELPI Needs Assessment, including specific structures for the support of dually identified English learners.</p> <p><b>Instructional Leadership</b></p> <p>The Director of Academics for English Programs will oversee the comprehensive ELD program, providing coaching and support for teachers, ensuring kindergarten through eighth grade program alignment and coherence, and serving as the instructional anchor connecting designated and integrated ELD across grade levels and campuses. The Director of Academics for English Programs will also lead the data review cycles described later in this action and will coordinate with the Director of Student Support Services to support coordinated planning for dually identified English learners.</p> <p><b>Early ELPAC Data Analysis</b></p> <p>Yu Ming will analyze Summative ELPAC results immediately upon release in July, ahead of the start of the 2026-27 school year. Disaggregated student-level data, including each student's ELPI level, domain-level performance, and reclassification status, will be shared with classroom teachers, designated ELD teachers, and the special education team at the very start of the school year. This</p>	\$22,885.29	N

Action #	Title	Description	Total Funds	Contributing
		<p>early data review supports timely instructional planning, accurate small-group placement, and student goal-setting from the first week of instruction.</p> <p><b>Service Delivery Models</b></p> <p>Yu Ming will increase designated ELD staffing to 2 FTE for the 2026-27 school year, ensuring that designated language development instruction is delivered in appropriately sized groups and that no single teacher is responsible for an unmanageable caseload. The two designated ELD teachers will be supported by Yu Ming's English Language Arts teachers, who deliver integrated ELD as part of the Tier 1 ELA block.</p> <p>Designated ELD pull-out groups will provide English learners with intensive, focused, small-group instruction to accelerate progress toward English language proficiency. Within the school day, integrated ELD will be embedded into ELA instruction so that students receive language development reinforcement throughout their core English block. Additional designated ELD support will be provided through Yu Ming's after-school Expanded Learning Opportunities Program (ELOP), which extends English language learning time beyond the regular school day for students who would benefit from additional exposure and practice.</p> <p><b>Collaboration Between Designated and Integrated ELD</b></p> <p>To address the disconnect between designated and integrated ELD identified in the 2026-27 ELPI Needs Assessment, Yu Ming will embed structured collaboration time into the 2026-27 master schedule. Designated ELD teachers and ELA classroom teachers will meet on a weekly basis to coordinate instruction, plan the bridge between designated and integrated ELD, and ensure that students experience consistent reinforcement of language objectives across both instructional settings. Yu Ming has set a target of 95% completion of weekly collaboration meetings as a leading indicator of program coherence.</p> <p><b>Support for Dually Identified English Learners</b></p> <p>Approximately 70% of Yu Ming's English learners speak a third language at home, drawn from a linguistically diverse population that includes Cantonese, Spanish, Tigrinya, Vietnamese, Amharic, Japanese, other Sino-Tibetan languages, Tongan, Thai, Portuguese, and Korean. Within this population, dually identified students, those who are also receiving special education services, demonstrate distinct learning profiles that intersect both their language acquisition trajectory and their disability-related needs.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>To strengthen support for this group, Yu Ming will implement structured communication routines among the special education team, classroom teachers, and designated ELD teachers in the 2026-27 school year. These routines will ensure that each dually identified student's IEP goals and language acquisition goals are coordinated in service of overall progress, that designated ELD instruction is appropriately differentiated to meet identified learning needs, and that the special education team has timely access to ELPAC and progress monitoring data. The Director of Academics for English Programs and the Director of Student Support Services will jointly oversee these communication routines.</p> <p><b>Professional Development</b></p> <p>Designated ELD teachers and ELA teachers will participate in ongoing professional development and instructional coaching focused on 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, and ELPAC assessment preparation and data analysis. Coaching observations will be conducted on a weekly basis, with a target of 85% completion as a leading indicator of fidelity. Yu Ming has set a target of 100% completion of planned professional development for designated ELD and ELA teachers across the 2026-27 school year.</p> <p><b>Curriculum and Resources</b></p> <p>English learners will access research-based curriculum and materials designed to support language acquisition. In kindergarten through fifth grade, students will use Amplify Language Studio for comprehensive language development. In sixth through eighth grade, students will use Fishtank ELA, which provides structured language practice resources integrated with grade-level content. Across all grade levels, students will have access to Summative ELPAC practice materials to support assessment preparation and familiarity with the test format and content.</p> <p><b>Monitoring Effectiveness and Outcome Targets</b></p> <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. The Director of Academics for English Programs will lead recurring data review cycles in collaboration with designated ELD teachers, ELA teachers, and the special education team for dually identified students.</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.

**Investment in Educators and Support Staff:** Yu Ming Charter School developed Goal 2 to formalize the school's commitment to investing in the educators and support staff who deliver its instructional program and to ensure that the quality of professional learning available to staff is commensurate with the demands of teaching within a Mandarin immersion model. The goal reflects Yu Ming's recognition that the school's mission of preparing bilingual, biliterate, and globally competent graduates is realized in the daily work of teachers, instructional leaders, and support staff, and that sustaining strong student outcomes requires sustained investment in the people responsible for instruction.

**Response to the Demands of a Mandarin Immersion Model:** Goal 2 was developed in direct response to the unique conditions of a Mandarin immersion school. Teaching within a 90/10 immersion model that intentionally limits English instructional time at the lower grades, while simultaneously preparing students for grade-level mastery in both Mandarin and English, requires specialized professional knowledge that is not consistently available through general educator preparation programs. The school's reflection on its 2025-26 implementation experience, including the inconsistency of Tier 1 and Tier 2 instructional practices among newer teachers and the staffing transitions that affected designated English Language Development delivery during the year, reinforced the importance of formal, sustained, and differentiated professional learning structures.

**Alignment with Academic Content Standards:** The goal is grounded in Yu Ming's commitment to alignment between professional learning and the California academic content standards, the California ELD Standards, the Next Generation Science Standards, and the ACTFL Language Proficiency Guidelines. Each of these frameworks shapes the design of Yu Ming's instructional program, and each requires ongoing professional development to ensure that teachers and instructional leaders can translate the standards into effective classroom practice. Goal 2 organizes the school's professional learning, instructional coaching, and educator evaluation structures so that they consistently support standards-aligned instruction in both Mandarin and English contexts.

**Coherence of Staff Investment Across Roles:** Goal 2 reflects Yu Ming's investment in the conditions of learning that support staff success. This includes the recruitment and retention of credentialed teachers in both Mandarin and English instructional roles, the development of teacher residents and interns who can strengthen the long-term staffing pipeline for an immersion program, and the extension of professional learning to specialized roles such as Student Culture Specialists, Restorative Support Specialists, Behavior Intervention Aides, and Extended Care Program staff. By organizing these investments under a single goal, the school ensures that professional learning is treated as a coherent system rather than a collection of unrelated initiatives.

**Response to Educational Partner Input:** The goal reflects Yu Ming's response to educational partner input, particularly from teachers and administrators, who identified the need for differentiated professional learning structures that respond to the varying experience levels of staff. The differentiated teacher evaluation

pathways for educators new to Yu Ming, returning teachers, and distinguished teachers, the expansion of new teacher summer onboarding from three to four days, and the addition of professional development partnerships with Girls Leadership and Playworks are each captured within Goal 2 and reflect the school's commitment to responsive, evidence-based professional learning.

**Support for Student-Centered Learning Experiences:** Goal 2 was developed to support the student-centered, student-driven learning experiences that distinguish Yu Ming's educational program. Personalized learning, inquiry-based instruction, structured discussion, capstone work such as the Graduate Defense, and the broad course of study described elsewhere in the LCAP each depend on educators who are well prepared to design and facilitate complex learning experiences. By investing in robust professional learning, instructional coaching, and educator development, Yu Ming ensures that the conditions of learning across all four campuses support the academic, linguistic, and dispositional outcomes the school commits to delivering for every student.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
15	% teachers – fully credentialed & appropriately assigned. Source: <a href="#">CDE TAMO</a>	2021-22: 48.5%	2022-23: 48.4%	2023-24: 43.1%	2024-25: 44%	-5.4%
16	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 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;	<u>2023-24</u> ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 5	<u>2024-25</u> ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 5	<u>2025-26:</u> ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 5	<u>2026-27:</u> ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 5	ELA: 0 ELD: +1 Math:0 Social Science: 0 Science: 0 CTE: NA Health: 0 PE: 0 VAPA: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5 - Full Implementation & Sustainability Source: <a href="#">Priority 2 Self Reflection Tool</a> - Local Indicator CA School Dashboard)	World Language: 5	World Language: 5	World Language: 5	World Language: 5	World Language: 0

## Goal Analysis for 2025-26

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 maintains a comprehensive leadership and instructional staffing structure, with all administrative and teaching positions filled by appropriately credentialed personnel. One substantive adjustment was made this year: the school calendar was reduced from 185 to 180 instructional days as a strategic measure to support the retention of highly qualified educators.

**Challenges:** A persistent challenge is the recruitment of teachers who satisfy California credentialing requirements while also possessing the specialized competencies necessary for effective instruction within a high-quality Mandarin/English dual immersion program. The intersection of bilingual authorization requirements and immersion-specific pedagogical experience substantially narrows the available candidate pool, necessitating sustained and intentional recruitment efforts on an ongoing basis.

**Successes:** All administrative and instructional positions have been successfully filled, ensuring continuity of instruction and consistent campus leadership across Yu Ming's TK–8 dual immersion program. Ongoing professional learning for both instructional and administrative staff continues to strengthen instructional quality and program coherence. Collectively, the school's credentialed teaching staff, stable leadership structure, and extended learning time model have contributed to positive student outcomes across grade levels and academic disciplines.

**Action 2:** All professional development planned for this year has been implemented. Yu Ming provides all educators with a robust, multi-layered professional development program designed to strengthen instructional quality, build leadership capacity, and support staff retention.

Instructional Coaches conduct weekly classroom observations and structured coaching and feedback cycles to support teacher growth and improve instructional delivery. Observation data is collected through a centralized coaching dashboard, which coaches use to inform professional learning priorities, targeted practice labs, and individualized coaching plans for teachers. Assistant Principals and Principals provide weekly coaching for Small Group Instructors (SGIs) at their respective campuses.

All instructional coaches, including Principals, Assistant Principals, and teacher-coaches, have received professional development from Relay on Observation and Feedback, building their capacity as effective instructional coaches. Principals and Assistant Principals have also received training on Compass, a key component of Yu Ming's SEL program. Directors of Academics participate in professional learning aligned to their specific roles and responsibilities. The CEO

is engaged in the Greenhouse CEO professional development program, and school administrators and network leaders participate in Communities of Practice focused on positive student culture, artificial intelligence, and Student-Centered Leadership.

This year, Yu Ming developed and launched a new Performance Management System for all staff. The system encompasses a beginning-of-year reflection, a mid-year evaluation, and an end-of-year evaluation, and is aligned to Yu Ming's newly established staff competencies. For the first time, every staff member is receiving structured, role-specific performance feedback.

**Challenges:** The transition to differentiated professional development, while highly valued by staff, has placed increased facilitation demands on school leaders. With multiple differentiated sessions requiring concurrent leadership, available facilitation capacity has been strained. Building sufficient internal capacity to sustain and scale this differentiated model remains an ongoing organizational challenge.

**Successes:** A significant success this year has been the launch of differentiated professional development for teachers, structured around individual proficiency levels within Yu Ming's Core 3 framework, encompassing Culture, Rigor, and Data, and further tailored based on each teacher's expertise with specific curricula or instructional practices. Teacher Leaders have been engaged as co-facilitators of professional development sessions alongside administrators, an approach that supports distributed leadership development and strengthens teacher investment in the professional learning process. A Self-Directed Learning offering, which empowers teachers to identify their own areas for growth and take ownership of their professional learning, has received consistently positive feedback from participants.

Yu Ming administers monthly pulse surveys to all staff. On the survey item "The PL/PLC/coaching/feedback that I received was relevant and useful for my practice," the school has consistently achieved scores above 4.0 out of 5.0 each month, providing strong evidence that professional learning is effectively meeting the needs of educators.

Teachers consistently identify instructional coaching as the most impactful support they receive. Staff have also responded positively to the new Performance Management System, reporting that role-specific feedback has been meaningful and valuable to their ongoing professional growth.

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Action 3: All curricula are standards-aligned and have been procured for student use. This year, Yu Ming transitioned to Illustrative Mathematics (IM) in grade 5, a change informed by both the onboarding of new teachers at that grade level and a longer-term programmatic goal of establishing curricular alignment between the elementary and middle school mathematics programs.

**Challenges:** Two implementation challenges have been identified. First, feedback from middle school staff indicates that the Wayfinder SEL curriculum does not adequately address social justice concepts relevant to students at that level. Yu Ming is actively engaged in identifying and piloting supplemental resources to strengthen the depth and relevance of SEL programming for middle school students.

Second, the transition to Illustrative Mathematics in grade 5 has introduced an implementation challenge specific to Yu Ming's dual immersion model. Because grade 5 mathematics instruction is delivered in Chinese, and IM curriculum materials have not yet been translated into Chinese, teachers have been required to bridge this linguistic gap while simultaneously developing familiarity with a new curriculum. This dual demand has added considerable complexity to the implementation process and will require continued support and planning to address effectively.

**Successes:** In the middle school, Yu Ming adopted a new history curriculum that provides structured instructional guidance and high-quality pedagogical materials. This resource has been particularly beneficial in supporting a newer teacher in that role, contributing to consistent and high-quality instructional delivery.

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Action 4: This action has been fully implemented with no substantive changes identified. Yu Ming continues to ensure equitable access to technology by providing students with appropriate devices, maintaining sufficient inventory and backup equipment, and equipping instructional staff with the devices,

software, and tools necessary for effective teaching and learning. Network infrastructure and cybersecurity protocols are functioning as intended, supporting reliable and secure digital learning environments across all campuses.

**Challenges:** Escalating costs associated with hardware procurement, software licensing, and infrastructure maintenance have created sustained budgetary pressure. Maintaining equitable technology access while exercising fiscal responsibility requires careful prioritization and proactive long-term planning. This tension between access and affordability remains an area that will require continued strategic attention as technology costs continue to rise.

**Successes:** Despite sustained cost pressures, Yu Ming has successfully maintained sufficient device inventory, backup resources, and instructional technology to meet the needs of all students and staff. Network infrastructure and cybersecurity systems continue to operate with consistency and reliability, ensuring uninterrupted access to digital learning environments for both students and educators.

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.

Across the actions supporting Goal 2, Yu Ming Charter School experienced one material difference between budgeted expenditures and estimated actual expenditures during the year.

**For Action 3,** budgeted expenditures exceeded estimated actual expenditures for core curriculum by approximately \$10,000. The variance reflects an overestimate in the original budget projection for core curricular materials. Actual vendor costs and curricular procurement needs during the year came in below the originally budgeted amount, resulting in expenditures that were lower than projected for this action.

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 effective. Yu Ming has successfully sustained a fully staffed school with appropriately credentialed educators and leaders who are equipped to address the diverse academic and linguistic needs of all students. The school's leadership structure and extended learning time model continue to provide a strong foundation for high-quality instruction and improved student achievement.

Action 2: Professional development, instructional coaching, and performance evaluation are all functioning effectively. Professional learning is supporting teachers and leaders in strengthening their instructional and leadership practice, coaching is operating effectively at all levels of the organization, and the Performance Management System is providing targeted, actionable feedback for both instructional and non-instructional staff.

Action 3: Overall, adopted curricula have been effective in supporting progress toward established instructional goals. The Wayfinder SEL curriculum in the middle school represents an area of partial effectiveness, as current materials may not fully address the specific social-emotional and social justice-related needs of Yu Ming's middle school student population. To address this gap, two supplemental resources are planned for implementation in the spring semester.

Action 4: This action has been effective. Student outcomes remain strong, and all students continue to have equitable access to the technology and technical support necessary to fully engage with the curriculum. Ongoing assessment of technology needs, combined with responsive and intentional resource allocation, has supported consistent and equitable technology access across the school community.

Yu Ming Charter School annually develops its LCAP after reviewing multiple types of data, including local data, survey data, state data, feedback from its educational partners, and California School Dashboard data. These reviews support a comprehensive understanding of program effectiveness and inform refinements to the school's LCAP goals, metrics, target outcomes, and actions.

For the 2026-27 school year, Yu Ming made no changes to the LCAP Goal 2, its associated metrics, or its target outcomes. The goal, metrics, and target outcomes remain consistent with the prior year's plan, reflecting their continued alignment with the school's strategic priorities.

Within the actions supporting Goal 2, Yu Ming made several refinements for the 2026-27 school year as a result of reflections on prior practice.

With the implementation of the Girls Leadership social-emotional learning curriculum at the middle school level, Yu Ming will also provide accompanying professional development for teachers to ensure fidelity of implementation. This professional development is intended to equip teachers with the content knowledge, instructional strategies, and facilitation skills required to deliver the Girls Leadership curriculum consistently across middle school classrooms.

Yu Ming will also provide an additional day of professional development for new teachers, increasing the new teacher summer professional development from three to four days. This adjustment reflects feedback that an additional day of onboarding strengthens new teachers' preparation to enter the classroom with a deeper understanding of Yu Ming's instructional model, school culture, and core practices.

In addition, Yu Ming has revised its teacher evaluation system to include differentiated pathways. The revised system includes a dedicated pathway for teachers who are new to Yu Ming, providing onboarding-focused observation, coaching, and feedback structures appropriate to teachers in their first year at the school. The revised evaluation system is designed to ensure that teachers receive evaluations, and development supports calibrated to their stage of practice and tenure at the school.

**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 staffing structure designed to support high-quality educational programming, consistent implementation of the Mandarin immersion model, and student achievement across all grade levels, all four campuses, and all academic areas.</p> <p><b>Administrative Leadership Structure</b></p> <p>Yu Ming will employ a Chief Executive Officer who provides overall organizational leadership and strategic direction for the school. The Chief Executive Officer is supported by four Principals who oversee daily operations, instructional leadership, and campus-specific initiatives. This distributed leadership model ensures effective oversight across Yu Ming's campuses, while</p>	\$7,381,548.13	N

Action #	Title	Description	Total Funds	Contributing
		<p>maintaining consistent educational standards, instructional practices, and program coherence school-wide. Principals work in close coordination with academic and student support leadership, including the Chief Academic Officer, Director of Academics for English Programs, Director of Academics for Chinese Program, Director of Culture, and the Director of Student Support Services, to ensure that instructional, social-emotional, and special education priorities are aligned and consistently implemented across sites.</p> <p><b>Instructional Staff</b></p> <p>Yu Ming 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 authorization and English Language Development. Mandarin instruction is delivered by native or near-native Mandarin-speaking teachers, and English instruction is delivered by native English-speaking teachers, in alignment with the staffing requirements of the Mandarin immersion model.</p> <p><b>Extended Learning Time</b></p> <p>To maximize student learning opportunities and support academic achievement, Yu Ming will continue to provide an extended educational program featuring an extended school year and an extended daily schedule. Yu Ming's instructional calendar consists of 180 instructional days, exceeding California's statutory requirement of 175 instructional days. Yu Ming also provides an extended school day to accommodate comprehensive programming including dual-language instruction (Mandarin immersion content), enrichment activities and targeted intervention. The extended schedule allows for deeper implementation of the Mandarin immersion model, additional ELD support for English learners, dedicated time for social-emotional learning, and comprehensive enrichment programming that advances Yu Ming's mission of developing bilingual, biliterate, and globally competent graduates.</p> <p><b>Ongoing Professional Development</b></p> <p>All administrative and instructional staff will participate in ongoing professional development to support continuous improvement in educational practices and student outcomes. Professional development will be aligned to the priorities articulated across Yu Ming's LCAP actions, including designated and integrated ELD, the comprehensive assessment system, intervention and acceleration practices, social-emotional learning and behavioral support, and special education service delivery. The coordination of professional development across</p>		

Action #	Title	Description	Total Funds	Contributing
		these priority areas is designed to ensure that staff time is invested in growth that directly supports the school's instructional mission and its 2026-27 student outcome targets.		
2	PROFESSIONAL DEVELOPMENT	<p>Yu Ming Charter School recognizes that robust, evidence-based professional learning is essential to achieving strong student outcomes. The school's professional development program is strategically aligned to school-wide initiatives, identified staff and student needs, and feedback from educational partners, providing all educators with coordinated and purposeful learning experiences across the academic year.</p> <p><b>Leadership and Structure</b></p> <p>Professional development will be led by the Chief Academic Officer in collaboration with the Directors of Academics, the Director of Culture, and the Director of Student Support Services. This shared leadership structure ensures that professional learning is coordinated, purposeful, and aligned to instructional, social-emotional, and special education priorities across all grade levels and campuses.</p> <p><b>Professional Development Schedule</b></p> <p>All educators will participate in four days of intensive summer professional development focused on student culture, the Multi-Tiered System of Supports (MTSS) framework, instructional planning, and diversity, equity, and inclusion. New teachers will receive four additional days of specialized training covering the Yu Ming educational model, research-based instructional practices, Positive Behavioral Interventions and Supports, diversity, equity, and inclusion, and curriculum planning. The increase from three to four days of new teacher onboarding for the 2026-27 school year reflects Yu Ming's commitment to ensuring that new educators enter the classroom with a strong foundation in the school's instructional model and core practices. Throughout the academic year, all staff will participate in biweekly professional learning sessions and two additional non-instructional professional development days.</p> <p><b>Core Focus Areas</b></p> <p>Professional development will address instructional excellence through training on the Core 3 Instructional Practices, which encompass Culture, Rigor, and Data, alongside implementation of Amplify CKLA, English Language Development, the Common Core State Standards for English Language Arts and Chinese Language Arts, Chinese Skills Reading and Oracy Development, Standards-Based Writing,</p>	\$789,211.49	N

Action #	Title	Description	Total Funds	Contributing
		<p>Smarter Balanced Assessment Consortium (SBAC) preparation, and personalized and differentiated instruction. The Core 3 professional learning will be differentiated for teachers based on their stage of practice and tenure at Yu Ming, with distinct pathways for teachers new to Yu Ming, returning teachers, and distinguished teachers, so that each educator receives Core 3 training calibrated to their professional growth needs.</p> <p>Assessment and data literacy will be strengthened through training in DIBELS implementation and progress monitoring practices, supporting accurate identification of student needs and timely instructional response.</p> <p>Social-emotional learning will be advanced through implementation training for the Compass Framework, the Strong Start and Second Step curricula, student behavior management, and restorative practices. Beginning in the 2026-27 school year, Yu Ming will also contract with Girls Leadership to provide professional development in social-emotional learning for all teachers. The Girls Leadership partnership will extend Yu Ming's SEL professional learning content and support consistent implementation of social-emotional practices across grade levels and campuses.</p> <p>To strengthen the social and physical dimensions of student play, Yu Ming will additionally partner with Playworks for professional development focused on supporting positive student play. The Playworks training will be provided to physical education teachers, transitional kindergarten through fourth grade classroom teachers who teach physical education, Student Culture Specialists, Extended Care Program (ECP) site supervisors, and ECP staff. By extending professional learning across the staff who supervise student play within the school day and during extended care, Yu Ming will create consistent, research-based approaches to recess, physical education, and unstructured play time that contribute to a positive school climate, strong peer relationships, and student well-being.</p> <p>School culture and equity development will focus on culturally responsive teaching practices, anti-bias and anti-racism education, and comprehensive diversity, equity, and inclusion training.</p> <p>Student agency and leadership development will include training in Graduate Profile implementation, Student-Led Conferences, Graduate Defense preparation, and Self-Directed Learning facilitation, supporting the student-centered practices that define Yu Ming's instructional culture.</p> <p><b>Coaching and Support Systems</b></p>		

Action #	Title	Description	Total Funds	Contributing
		<p>All teachers will receive ongoing instructional coaching through weekly or biweekly classroom observations of approximately 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 of growth in Core 3 practices and will be documented through the Coaching Educator's Rubric and dashboard, providing clear performance feedback to teachers and consistent data to school leaders.</p> <p>Assistant Principals will provide specialized coaching for Small Group Instructors who deliver intervention support, ensuring that intervention practices are aligned to Tier 1 instruction and to the school's MTSS framework. A Board-Certified Behavior Analyst will lead professional development for Behavior Intervention Aides, with dedicated release time built into the schedule to support coaching and development for this group.</p> <p><b>Targeted Program Implementation Walkthroughs</b></p> <p>Yu Ming will conduct focused classroom walkthroughs examining specific program elements, including Strong Start Circle, intervention strategies, Self-Directed Learning, and Compass Circle implementation. This targeted approach ensures that teachers receive specific, actionable feedback on the implementation of school-wide programs and that practice remains aligned across classrooms, grade levels, and campuses.</p> <p><b>Differentiated Teacher Evaluation Pathways</b></p> <p>Beginning in the 2026-27 school year, Yu Ming will implement a revised teacher evaluation system designed with differentiated pathways that reflect each educator's stage in their career and their tenure at Yu Ming. The first pathway is for teachers who are new to Yu Ming, including both early-career educators and experienced educators new to the school. This pathway emphasizes onboarding to the Yu Ming instructional model, frequent coaching cycles, and structured feedback designed to support a strong start in the school. The second pathway is for returning teachers, focused on continued professional growth, refinement of Core 3 practices, and progress toward individualized professional goals. The third pathway is for distinguished teachers, designed to recognize advanced instructional practice and to provide opportunities for leadership, peer mentorship, and contributions to school-wide instructional improvement. Across all three pathways, goal setting, reflection, and supervisor feedback will occur at mid-year and end-of-year intervals, with the evaluation criteria, frequency of observation, and developmental supports calibrated to each pathway.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p><b>Leadership Development</b></p> <p>Yu Ming will continue to invest in building leadership capacity through specialized training opportunities. New principals and assistant principals will participate in the Leverage Leadership Institute through Relay Graduate School of Education and in restorative practices professional development. Senior leadership team members, including the Chief Academic Officer, the Directors of Academics, the Director of Culture, the Director of Student Support Services, and the Chief Operating Officer, will attend conferences and workshops aligned to their specific responsibilities and the strategic priorities of the school.</p> <p><b>Support for Teacher Effectiveness and Induction</b></p> <p>To ensure teacher success and credential compliance, Yu Ming will continue to fund teacher induction expenses and provide mentor support for participating educators. This investment reflects the school's ongoing commitment to supporting educators throughout the credentialing process and into the early years of their professional development.</p> <p><b>Monitoring Effectiveness</b></p> <p>All professional learning initiatives will be monitored for effectiveness and adjusted based on student outcomes, teacher feedback, and ongoing needs assessment, ensuring that professional development remains responsive, evidence-based, and aligned to the school's instructional mission.</p>		
3	CORE CURRICULAR PROGRAM NEEDS	<p>Yu Ming Charter School will procure standards-aligned curriculum and instructional materials to ensure that all students have access to high-quality, research-based educational resources that support the Mandarin immersion program and comprehensive academic achievement across all core content areas. The materials described in this action are selected to align with California state content standards, to support the instructional priorities articulated across Yu Ming's LCAP actions, and to ensure consistency in the student experience across grade levels and campuses.</p> <p><b>Chinese Language Arts and Literature</b></p> <p>To support the development of Mandarin literacy across the elementary grades, Yu Ming will purchase Chinese leveled books and Big Books for transitional kindergarten through fifth grade. These materials provide a structured progression of reading complexity that supports both small-group reading instruction and independent reading practice. Chinese content literature connected to social science and science will further support cross-curricular learning, allowing</p>	\$50,129.86	N

Action #	Title	Description	Total Funds	Contributing
		<p>elementary students to develop content knowledge in Mandarin while reinforcing literacy skills.</p> <p>To extend access to leveled reading and language development resources across the full transitional kindergarten through eighth grade span, Yu Ming will maintain the Level Chinese digital subscription. The Level Chinese platform provides students and teachers with ongoing access to leveled reading materials, formative assessment data, and language development tools that complement classroom instruction.</p> <p><b>English Language Arts</b></p> <p>In kindergarten through fifth grade, Yu Ming will use Amplify Core Knowledge Language Arts (CKLA) as the core English Language Arts curriculum. CKLA provides systematic literacy instruction aligned with the Common Core State Standards, including foundational skills, knowledge-building content, and writing instruction.</p> <p>In sixth through eighth grade, Yu Ming will implement the Fishtank Learning English Language Arts curriculum, supplemented by English novel sets that support advanced literary analysis, discussion, and writing development. The middle school curriculum is designed to extend the literacy foundation built through CKLA into more sophisticated reading, analysis, and writing demands appropriate for the middle grades.</p> <p><b>Science Education</b></p> <p>Yu Ming will provide science laboratory materials for transitional kindergarten through eighth grade to support hands-on, inquiry-based learning experiences at all grade levels. In fifth grade, Yu Ming will use the Amplify Science curriculum, and in sixth through eighth grade, Yu Ming will implement OpenSciEd. Both programs are standards-aligned and emphasize the scientific practices and crosscutting concepts of the Next Generation Science Standards, ensuring that students engage with science as both a body of knowledge and a way of investigating the world.</p> <p><b>Mathematics</b></p> <p>In fifth through eighth grade, Yu Ming will use Illustrative Mathematics workbooks to support mathematics instruction. Illustrative Mathematics provides problem-based learning experiences aligned with the Common Core Standards for Mathematical Practice and the Common Core content standards, supporting both conceptual understanding and procedural fluency in the middle grades.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p><b>Social-Emotional Learning</b></p> <p>In sixth through eighth grade, Yu Ming will use various social-emotional learning curriculum to provide systematic instruction in emotional intelligence, relationship skills, and responsible decision-making. Additionally, Yu Ming's Compass Framework and weekly circles described in the social-emotional learning action, ensures that middle school students experience a coherent SEL program across instructional and culture-building structures.</p> <p><b>Sustained Implementation</b></p> <p>These curricular investments will be supplemented with consumable materials and digital resources required to support sustained implementation throughout the academic year. The selection of materials is reviewed periodically to ensure continued alignment with California state standards, with current research on effective instruction in each content area, and with Yu Ming'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 reliable access to devices, digital instructional materials, and a secure network is essential to academic success in a 21st-century learning environment. This action describes the structures, devices, infrastructure, and ongoing assessment practices that together support Yu Ming's commitment to closing the digital divide for its students.</p> <p><b>Student Technology Access</b></p> <p>Yu Ming's Information Technology team will ensure that every student has access to an appropriate technology device to support learning across all curricular areas. Student devices enable access to digital instructional materials, participation in the adaptive online learning platforms described in the Addressing Academic Needs to Accelerate Learning action, completion of assignments, and the administration of required state and local assessments. Yu Ming will maintain a sufficient inventory of devices to accommodate full student enrollment and will retain backup devices to ensure continuous student access during repairs or technical issues. By maintaining a reliable device pool, Yu Ming reduces the risk that technology disruptions interfere with classroom instruction or with student access to assessment and intervention systems.</p> <p><b>Educator Technology and Software</b></p> <p>Teachers will receive appropriate technology devices and software subscriptions necessary to deliver high-quality instruction and manage student learning</p>	\$710,006.13	N

Action #	Title	Description	Total Funds	Contributing
		<p>effectively. Teacher technology resources include classroom devices that support instruction, projection and presentation tools that enhance lesson delivery, and software subscriptions that enable teachers to create digital content, assess student progress, differentiate instruction, and communicate with students and families. Teacher technology resources are selected and maintained in coordination with the curricular and assessment systems described in the Core Curricular Program Needs and Measuring Student Progress actions, ensuring that the tools available to teachers are aligned with the instructional priorities of the school.</p> <p><b>Digital Infrastructure and Cybersecurity</b></p> <p>Yu Ming will implement comprehensive cybersecurity software and protocols to protect student and staff data and to support safe digital learning environments at all campuses. Network infrastructure, including wireless coverage, bandwidth capacity, and supporting hardware, will be maintained and upgraded as needed to support reliable internet access and consistent device functionality school-wide. Coordinated investment in cybersecurity and network infrastructure ensures that the technology environment supporting Yu Ming's instructional program is both reliable and secure.</p> <p><b>Ongoing Assessment and Improvement</b></p> <p>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, changes in student enrollment, curriculum requirements, and technological advancements that support the school's educational goals. The annual cycle of evaluation and reinvestment is designed to ensure that Yu Ming's technology environment continues to meet the evolving needs of students, teachers, and the instructional program.</p> <p><b>Supporting Digital Equity and Literacy</b></p> <p>Beyond device provision, Yu Ming will address digital equity by ensuring that all students develop the digital literacy skills necessary for academic success and future career readiness. Digital literacy is integrated into Yu Ming's broad course of study, including the Coding and Design Lab coursework described in the Broad Course of Study action, and into daily instructional practice across content areas. This integrated approach to closing the digital divide supports Yu Ming's</p>		

Action #	Title	Description	Total Funds	Contributing
		mission of preparing bilingual, biliterate, and globally competent graduates who can thrive in an increasingly digital world.		

# 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.

**Centrality of Family and Community Partnership:** Yu Ming Charter School developed Goal 3 to formalize the central role that families and community partners play in the school's educational program and to ensure that engagement is treated not as a peripheral activity but as a foundational element of the school's instructional mission. The goal reflects Yu Ming's recognition that strong, sustained partnerships between families and the school strengthen student academic achievement, social-emotional well-being, and sense of belonging, and that those partnerships must be intentionally built and continuously maintained.

**Alignment with the Mandarin Immersion Model and a Diverse Family Community:** Goal 3 was developed in direct response to the conditions that characterize Yu Ming as a Mandarin immersion charter school serving a linguistically and culturally diverse family community. The school's families speak a wide range of home languages and bring varied experiences with bilingual education, charter school structures, and special education systems. Many families navigate Yu Ming's program while also supporting their children's development in a third home language. These conditions make accessible communication, multilingual outreach, and culturally responsive engagement essential. Goal 3 ensures that engagement structures are designed to meet families where they are, that language is not a barrier to participation, and that families across all student groups have meaningful opportunities to partner with the school.

**Response to Educational Partner Input and Equity Considerations:** The goal was shaped by educational partner input gathered through the weekly family newsletter, the Parent Advisory Committee, the combined English Learner Advisory Committee, District English Learner Advisory Committee, and English Learner Parent Advisory Committee, and the affinity groups facilitated by the Family Engagement and Outreach Manager. This input made clear that families representing unduplicated students, including English learners, students from low-income households, and foster youth, as well as families of students with disabilities, benefit from dedicated structures that go beyond general school communications. The chronic absenteeism needs assessment further identified family engagement, particularly proactive family liaison outreach, as a critical lever for closing equity gaps in attendance for socioeconomically disadvantaged students, students with disabilities, and African American students. Goal 3 organizes the school's response to these equity findings within a single coherent goal.

**Coherence Across Engagement, Communication, and Shared Decision-Making:** Goal 3 is intentionally framed to encompass three interconnected dimensions of partnership: education, communication, and collaboration. Education refers to the workshops, orientations, and information sessions that build family understanding of Yu Ming's program, including its Mandarin immersion model, MTSS framework, English learner services, and special education continuum. Communication refers to the multilingual platforms, family newsletters, and direct conversations that maintain connection between school and home. Collaboration refers to the formal advisory structures, including the Parent Advisory Committee and the combined ELAC, DELAC, and EL-PAC, that provide families with structured voice in shared decision-making about the school's priorities, resource allocation, and program design. By organizing these dimensions under a single goal, Yu Ming ensures that family engagement is approached as a coherent system rather than a series of disconnected events.

**Support for a Positive and Nurturing School Environment:** Goal 3 reflects Yu Ming's commitment to a school environment that is positive, nurturing, and welcoming to families. Family Affinity Groups for Black families, LGBTQ+ families, English learner families, Latinx families, and families of students with disabilities create communities of belonging that strengthen the inclusive culture of the school. Climate assessment instruments, including the Insights Survey and locally administered SEL surveys, are designed to capture family perspectives alongside student and staff voice, ensuring that the conditions of learning are continuously informed by the experience of the people closest to the work. Goal 3 holds these climate-building structures together and reinforces the school's commitment to relationship-centered engagement as a foundation for student success.

**Alignment with Yu Ming's Mission:** Goal 3 reflects Yu Ming's founding mission of cultivating an inclusive community of empowered, engaged global citizens. That mission depends on the active participation of families and community partners in the work of the school. By investing in strong relationships with families, accessible communication, and authentic shared decision-making, Yu Ming ensures that the school remains a community in which students, families, and staff are partners in the pursuit of the academic, linguistic, and dispositional outcomes the school commits to delivering for every student.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
18	Facility Inspection Tool (FIT) Report Score Source: <a href="#">SARC</a>	2023-24: Exemplary	2024-25: Exemplary	2025-26: Exemplary	2026-27:	No Change
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;	<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	<u>2026-27:</u> 9.5 10.5 11.5 12.5	9.0 10.0 11.0 12.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5 - Full Implementation & Sustainability Source: Score - <a href="#">CDE Priority 3 Self-reflection tool</a> .					
20	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - <a href="#">CDE Priority 3 Self-reflection tool</a>	<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	<u>2026-27:</u> 1. 5 2. 5 3. 5 4. 5	1. 0 2. 0 3. 0 4. 0
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 <hr/> 74% ES; 57% MS School Connectedness	<u>2024-25:</u> 55% ES; 56% MS Sense of Safety <hr/> 69% ES; 52% MS School Connectedness	<u>2025-26:</u> 49% ES; 59% MS Sense of Safety <hr/> 69% ES; 70% MS School Connectedness	<u>2026-27:</u> 55% ES; 65% MS Sense of Safety <hr/> 75% ES; 75% MS School Connectedness	-11% ES; -3% MS Sense of Safety <hr/> -5% ES; +13% 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 97% School Connectedness	<u>2026-27:</u> >85% Sense of Safety >90% School Connectedness	-1% Sense of Safety +1% School Connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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> 65% Sense of Safety 73% School Connectedness	<u>2026-27:</u> 68% Sense of Safety 75% School Connectedness	+5% Sense of Safety +2% School Connectedness

## Goal Analysis for 2025-26

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: Implementation of this action on student engagement, safety, and well-being initiatives has been fully implemented. Yu Ming continues to provide a range of student engagement and enrichment opportunities, including field trips, outdoor education, performances, and assemblies, that support authentic bilingual learning and strengthen school community connection.

Comprehensive safety protocols are being implemented as intended, encompassing regular emergency drills, annual review of the School Safety Plan, visitor management systems, and structured supervision during both instructional and non-instructional periods. Required health screenings and ongoing school climate assessments are underway and aligned with established practices and compliance requirements.

**Challenges:** Two challenges have been identified. First, securing the required health screening services has proven more complex than anticipated. Identifying hearing and vision screening vendors who are both available within mandated timelines and affordable within existing budget parameters has been difficult, due to limited vendor availability and escalating service costs. This remains an area requiring active problem-solving and contingency planning.

Second, family-reported perceptions of safety have fluctuated in association with recent changes to school facilities and broader neighborhood conditions, both of which are largely outside of the school's direct control. It is important to note that objective, on-campus safety indicators remain strong, with 97% of families reporting that the campus feels safe. The observed fluctuation in this metric is attributable to external contextual factors rather than any decline in the school's established safety practices or protocols.

**Successes:** Yu Ming has sustained continued strength in school climate and family relationships. Enrichment activities, performances, assemblies, and consistent communication practices have reinforced family trust, deepened community connection, and affirmed the school's commitment to its bilingual mission. Field trips, outdoor education experiences, safety drills, supervision structures, and visitor management systems are all being implemented as intended, reflecting strong operational follow-through and organizational coherence across campuses.

Action 2: Implementation of this action is proceeding as planned, with no substantive changes. Yu Ming continues to support meaningful parent and family engagement through a range of established structures and communication channels. Advisory committees, including the combined ELAC/DELAC/EL-PAC, PAC, the Family School Organization Council, and Family Affinity Groups, provide structured and intentional opportunities for family input in school

programs and institutional decision-making. Parent representation on the governing board ensures that family perspectives are systematically incorporated into strategic and policy-level discussions.

Dedicated family support staff, multilingual communication through ParentSquare, interpreter services, and affinity group facilitation are all functioning as intended. Engagement opportunities for families of SWD, including participation in the Charter SELPA Community Advisory Committee, are occurring as scheduled and in alignment with established commitments.

**Challenges:** While overall family engagement remains a demonstrated strength, the school has encountered difficulty generating sufficient and consistent participation in formal advisory bodies, such as ELAC. Competing family obligations and the time-intensive nature of committee service have constrained consistent involvement in these governance structures. Yu Ming recognizes the importance of these bodies in supporting shared decision-making and is committed to exploring strategies to reduce barriers to participation and sustain meaningful family engagement in advisory roles.

**Successes:** Family engagement at the school-site level continues to represent a significant strength. Family survey results reflect consistently high levels of satisfaction, with 97% or more of respondents reporting positive experiences related to engagement, communication, and sense of belonging. Multilingual communication supports, interpreter services, affinity groups, and targeted engagement opportunities for families of students with disabilities are all operating effectively, collectively supporting broad and equitable access to meaningful school participation across the community.

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Action 3: This action has been fully implemented with no substantive changes. Yu Ming continues to support meaningful family engagement through dedicated outreach efforts, affinity groups, and accessible communication practices. The Family Engagement and Outreach Manager is actively supporting under-represented families, facilitating affinity group programming, and assisting families in accessing academic resources and technology. Multilingual communication through ParentSquare, translation services, and interpreter support are all functioning as intended. Engagement opportunities for families of students with disabilities, including participation in the Charter SELPA Community Advisory Committee, are occurring as scheduled and in alignment with established commitments.

**Challenges:** Continued growth in student enrollment has generated increased demand for family engagement support services. With the Family Engagement and Outreach Manager role currently staffed by a single individual, the school has needed to identify creative and operationally efficient approaches to reach and support an expanding and increasingly diverse family population while preserving the quality and responsiveness of its engagement efforts. Sustaining the current level of support and service quality as enrollment grows will necessitate ongoing strategic attention to staffing capacity and resource allocation.

**Successes:** A notable success this year has been the intentional expansion of affinity groups to more fully reflect the growing diversity of the school community, including the launch of a new affinity group specifically designed to support families of neurodiverse students. These groups have strengthened inclusivity, fostered a sense of belonging, and established new pathways for families to build connections with one another and with the institution. Multilingual communication supports, interpreter services, and technology assistance continue to function effectively, collectively ensuring equitable access to engagement opportunities for under-represented families across the school community.

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Action 4: This action has been fully implemented with no substantive changes. Yu Ming continues to maintain safe, clean, and well-maintained facilities across all campus sites through systematic routine inspections, preventive maintenance protocols, and daily cleaning procedures. Annual facility assessments are underway and aligned with applicable reporting requirements, and identified issues are addressed promptly in accordance with established priority and safety criteria. Ongoing facility improvements continue to support instructional needs, accessibility standards, and the overall well-being of students and staff.

**Challenges:** The acquisition and activation of new campus sites required significant operational coordination and placed considerable demands on facilities staff and institutional resources. The concurrent responsibility of bringing multiple new locations into full operational compliance while sustaining the

maintenance standards of existing campuses stretched staff capacity and necessitated sustained, coordinated effort throughout the year. This challenge underscores the importance of proactive staffing and resource planning in support of future facility expansions.

**Successes:** All school sites are operating safely and are consistently maintained to a high standard of cleanliness and functionality. A strong indicator of this achievement is that all campuses received Good or Exemplary ratings on their Facility Inspection Tool (FIT) reports, reflecting effective maintenance practices, timely resolution of identified issues, and consistent adherence to established facility standards.

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.

Across all four actions supporting Goal 3, Yu Ming Charter School did not experience material differences between budgeted expenditures and estimated actual expenditures during the year. Actual implementation costs aligned with the original budget projections for each action, and no variances arose that would warrant explanation under this section.

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 effective overall, particularly in engaging families, educational partners, and other stakeholders as active participants in the life of the school. This broad and inclusive engagement has supported coherent implementation across student engagement, safety, and well-being initiatives, contributing to steady progress and sustained alignment with intended outcomes.

Action 2: This action is effective with consistent high levels of family engagement across demographic groups reflect the success of Yu Ming's multi-pathway approach to family involvement. The integration of both formal and informal engagement structures has ensured that families remain meaningfully connected to the school community, contributing to inclusive participation and sustained alignment with the school's family engagement goals.

Action 3: This action has been effective. Increased parent interest and participation in affinity group events and school-wide functions reflects the success of Yu Ming's expanded outreach initiatives and inclusive engagement strategies in strengthening family connection and involvement across the school community.

Action 4: This action has been effective. All campus sites are operating safely, meeting or exceeding applicable facility standards, and providing a physical environment conducive to student learning and staff performance. Routine inspections, preventive maintenance, and strategically prioritized facility improvements continue to ensure strong operational performance and regulatory compliance across all locations.

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.

Yu Ming Charter School develops a one-year LCAP on an annual basis as part of the school's ongoing schoolwide improvement cycle. The school uses multiple types of local and state data, including feedback from its educational partners and the California School Dashboard, to measure program effectiveness and to support data-driven decision making. The findings of these reviews inform refinements to the school's LCAP goals, metrics, target outcomes, and actions.

For the 2026-27 school year, Yu Ming made no changes to LCAP Goal 3, its associated metrics, its target outcomes, or its actions. The goal, metrics, target outcomes, and actions remain consistent with the prior year's plan, reflecting the continued alignment of these elements with the school's priorities in this area and the absence of data, educational partner feedback, or program review findings that would indicate a need for modification at this time. Yu Ming will continue to monitor implementation and outcomes for Goal 3 throughout the 2026-27 school year and will make adjustments through future LCAP cycles as data and educational partner input warrant.

**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. The school's approach addresses the physical and emotional safety of all community members while fostering meaningful learning experiences that extend beyond the classroom and reinforce Yu Ming's mission of developing bilingual, biliterate, and globally competent students.</p> <p><b>Student Engagement and Enrichment</b></p> <p>Yu Ming will provide students with diverse opportunities to engage in authentic learning experiences through carefully planned field trips and outdoor education activities. These experiential learning opportunities deepen student engagement, enhance motivation, and provide real-world connections to classroom instruction across both English and Mandarin curricula. Field trips and outdoor education are intentionally selected to extend the content of the school's broad course of study and to support cross-curricular connections.</p> <p>Student performances and assemblies will be scheduled regularly to showcase student achievements, celebrate cultural diversity, and build community connections, while providing students with opportunities to demonstrate their bilingual and artistic talents. These school-wide events strengthen the sense of community across grade levels and campuses and reinforce the celebration of student growth as a cornerstone of Yu Ming's school culture.</p> <p><b>Comprehensive Safety Protocols</b></p> <p>Yu Ming will maintain and annually review its Comprehensive School Safety Plan in collaboration with staff to ensure that procedures continue to address evolving safety needs and regulatory requirements. Regular emergency drills,</p>	\$976,192.90	N

Action #	Title	Description	Total Funds	Contributing
		<p>including fire, earthquake, and lockdown procedures, will be conducted to prepare students and staff for a range of emergency scenarios. Yu Ming will continue to implement the Verkada Visitor Management System to enhance campus security by monitoring and controlling access to school facilities and ensuring that all visitors are properly identified and authorized before entering campus.</p> <p><b>Supervision and Monitoring</b></p> <p>Trained school supervision staff will be strategically positioned throughout each campus during instructional time, breaks, and transitions to maintain safe and orderly environments while fostering positive interactions among students. The supervision model supports both physical safety and the development of positive social behaviors that align with Yu Ming's social-emotional learning initiatives, ensuring that adult presence during unstructured times reinforces the same expectations and culture established within classrooms.</p> <p><b>Health and Wellness Services</b></p> <p>In compliance with state law, Yu Ming will provide mandatory hearing and vision screenings to identify potential health concerns that could impact student learning and academic performance. These screenings support early intervention and connect identified students and families to follow-up resources, helping to ensure that all students have access to the supports necessary for academic success.</p> <p><b>Climate Assessment and Continuous Improvement</b></p> <p>Yu Ming will regularly assess school climate through student, staff, and family feedback, drawing on the Insights Survey, the Panorama Surveys, and other educational partner input described in the Addressing Social-Emotional and Behavioral Student Needs action. Climate data will be used to identify areas for improvement, to celebrate areas of strength, and to inform ongoing efforts to maintain a positive, inclusive environment that supports the diverse needs of the Yu Ming community and promotes the social-emotional well-being of all students.</p> <p><b>Coherence with the Broader Climate System</b></p> <p>Through the combination of student engagement and enrichment opportunities, comprehensive safety protocols, active supervision, health screenings, and ongoing climate assessment, Yu Ming will continue to foster an environment in which all students feel safe, valued, and engaged in their learning while developing the skills and confidence necessary for academic and personal</p>		

Action #	Title	Description	Total Funds	Contributing
		success. This action operates in coordination with Yu Ming's social-emotional learning, attendance engagement, and special education actions, ensuring that climate, safety, and student well-being are addressed through aligned and mutually reinforcing structures.		
2	PARENT INPUT IN DECISION-MAKING	<p>Yu Ming Charter School will actively engage parents, families, and students as essential partners in school governance and decision-making. The school will maintain a structured set of advisory committees, establish clear roles and responsibilities for each, and provide the training necessary for committee members to participate meaningfully in the school's planning and accountability processes.</p> <p><b>Required LCAP Advisory Committees</b></p> <p>Yu Ming Charter School will establish and maintain a Parent Advisory Committee (PAC) in accordance with California Education Code § 52062(a)(1) to review and provide input on the school's LCAP, including the development, adoption, and annual update of the plan. The PAC is the primary venue through which the broader parent community informs LCAP priorities, goals, and actions.</p> <p>Yu Ming Charter School will establish and maintain an English Learner Parent Advisory Committee (EL-PAC) in accordance with California Education Code § 52062(a)(2) whenever the school's English Learner enrollment meets the threshold required by statute. The EL-PAC reviews and provides input specifically on the portions of the LCAP that affect English Learners and their families.</p> <p><b>English Learner Advisory Structure</b></p> <p>Yu Ming Charter School will maintain a combined English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) structure, as allowable for charter schools. The combined committee fulfills the functions of both the site-level ELAC and the DELAC, providing English Learner families a single venue for input on EL programs, services, and reclassification.</p> <p><b>Student Advisory Committee</b></p> <p>Yu Ming Charter School will maintain a Student Advisory Committee (SAC) that includes representation from unduplicated pupils and students with disabilities. The SAC provides middle school students a structured voice in school decision-making and is consulted on matters that directly affect student experience, climate, and engagement.</p> <p><b>Training and Capacity Building</b></p>	\$3,000	N

Action #	Title	Description	Total Funds	Contributing
		<p>Yu Ming Charter School will provide ongoing training for parent and student committee members covering committee roles and responsibilities, educational terminology and acronyms, the LCAP and SARC reporting structures, and applicable school and authorizer policies. The intent of the training is to build the capacity of every committee member to participate meaningfully in decision-making, not merely to attend meetings, with particular attention to families whose home language is not English and to families who are new to school governance structures.</p>		
3	<p>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION</p>	<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 in the broader school community. Family engagement is treated not as an isolated activity but as an integrated dimension of Yu Ming's instructional, social-emotional, attendance, and special education work, with structures designed to ensure that engagement opportunities are accessible, culturally responsive, and aligned to the priorities articulated across the school's LCAP actions.</p> <p><b>Dedicated Family Support</b></p> <p>The Family Engagement and Outreach Manager plays a central role in supporting under-represented and low-income families by promoting high levels of family participation, clarifying the 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, informed, and empowered to participate in their child's education.</p> <p><b>Family Liaison Outreach and Attendance Engagement</b></p> <p>To strengthen family engagement around attendance, Yu Ming's family liaison will operate under clearer early intervention protocols beginning in the 2026-27 school year, including a structured outreach trigger when a student reaches three absences. The family liaison will prioritize proactive outreach to the families of the highest-need students, including students with disabilities, Black or African American students, and socioeconomically disadvantaged students, who showed the greatest need on the 2025 California School Dashboard.</p> <p>To extend the reach of this outreach, the family liaison's capacity will be expanded to include home visits and phone campaigns for families experiencing the most significant barriers to consistent attendance. Yu Ming will also develop a transportation support resource list to share with families managing split-</p>	\$115,630.91	N

Action #	Title	Description	Total Funds	Contributing
		<p>household arrangements or other logistical barriers. These structures shift family engagement around attendance from a reactive model to a proactive one, ensuring that families are contacted and supported before absences accumulate to a chronic level.</p> <p><b>Parent Education for Families of English Learners</b></p> <p>To support families of English learners, Yu Ming will share Summative ELPAC results, ELPI status, and reclassification information with families at the start of the 2026-27 school year, immediately following the July ELPAC release. Families will receive accessible information about what each indicator means, what reclassification entails, and how families can support their child's English language development at home within the context of Yu Ming's Mandarin immersion model. Family engagement around English learner progress is coordinated with the Director of Academics for English Programs and the family liaison, ensuring that parents of English learners are informed partners in the work to reverse the recent decline in English learner outcomes described in the 2026-27 ELPI Needs Assessment.</p> <p><b>Community Building and Inclusion</b></p> <p>Yu Ming 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, families of English learners, Latinx families, and families of students with disabilities. These groups create supportive spaces in which families connect with others who share similar experiences, access targeted resources, and provide input on school programs and services that affect their children. The affinity group for families of English learners offers an additional venue for the parent education described above, and the affinity group for families of students with disabilities reinforces the parent education and engagement work described in the Services to Support Students with Disabilities action.</p> <p><b>Communication and Accessibility</b></p> <p>Yu Ming 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, in accordance with the school's primary language survey results and the 15% threshold translation requirement under</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>California Education Code section 48985. Interpreter services are available upon request for meetings, conferences, and school events, ensuring that all families can fully participate regardless of their primary language.</p> <p><b>Special Education Community Engagement</b></p> <p>Parents of students with disabilities will be invited to participate in the El Dorado County Charter SELPA's Community Advisory Committee (CAC), which serves as a forum for advising the Charter SELPA about the Special Education Local Plan, annual priorities, parent education initiatives, and other special education-related activities. The CAC brings together educators, parents, and community members in a collaborative partnership focused on improving special education services and supports. The CAC meets three times annually in an online format. Schedule information for subsequent school years will be communicated to families as it becomes available.</p> <p><b>Coherence Across Engagement Structures</b></p> <p>Through this combination of dedicated family support, attendance-focused outreach, English learner family engagement, affinity groups, accessible communication, and special education community engagement, Yu Ming ensures that all families have multiple pathways to participate in their children's education. The integration of attendance engagement and English learner parent education into the school's broader family engagement work reflects Yu Ming's commitment to coordinated, evidence-based partnership with families in service of every student's success.</p>		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	<p>Yu Ming Charter School is committed to providing all students and staff with safe, clean, and well-maintained learning environments across all four of its campus sites. The school recognizes that high-quality facilities are essential to supporting effective teaching and learning and to ensuring the health, safety, and well-being of the entire school community.</p> <p><b>Comprehensive Facility Management</b></p> <p>Yu Ming maintains a systematic approach to facility management across its four campuses, including regular inspections, preventive maintenance, and prompt response to identified issues. Facilities staff conduct routine maintenance checks of all building systems, including heating, ventilation, and air conditioning; plumbing; electrical systems; and safety equipment, to ensure optimal functionality and continued compliance with applicable health and safety standards.</p>	\$2,362,511.20	N

Action #	Title	Description	Total Funds	Contributing
		<p><b>Cleaning and Sanitization Protocols</b></p> <p>Daily cleaning and sanitization procedures are implemented across all four campuses 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 to the areas of each campus that most directly support student health and wellness. Consistent application of these protocols across sites ensures that students and staff experience comparable standards of cleanliness regardless of which Yu Ming campus they attend.</p> <p><b>Annual Facility Inspection Tool Assessment and Reporting</b></p> <p>Yu Ming will complete the comprehensive Facility Inspection Tool (FIT) report annually for each of the four campus sites. The FIT 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 annual inspections will be transparently reported through the School Accountability Report Card, the Local Indicators Report, and the Local Control and Accountability Plan, ensuring that families, authorizers, and the broader community have access to current information about facility conditions at each campus.</p> <p><b>Responsive Issue Resolution</b></p> <p>Any issues or deficiencies identified through the annual FIT assessment, routine inspections, or daily operations will be addressed in a timely manner, with prioritization based on the severity of the issue and its potential impact on student and staff safety. Yu Ming maintains protocols for prioritizing repairs and improvements across the four campuses, with immediate attention given to any conditions that could pose safety risks or interfere with the educational program. This responsive approach ensures that facility-related concerns do not accumulate over time and that each campus consistently meets the standards expected by students, staff, and families.</p> <p><b>Ongoing Improvement and Investment</b></p> <p>Beyond addressing identified issues, Yu Ming is committed to continuous facility improvement that supports the evolving needs of the educational program at each of its four sites. This includes maintaining learning spaces that are conducive to both English and Mandarin instruction, ensuring compliance with accessibility requirements, and creating environments that support Yu Ming's</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>comprehensive academic, arts, technology, social-emotional learning, and special education programming.</p> <p><b>Coherence Across Campuses</b></p> <p>Through these facility management practices, Yu Ming ensures that all four campus sites provide safe, clean, and inspiring environments in which students and staff can focus on teaching, learning, and community building. The consistency of facility standards across campuses is itself an equity commitment, ensuring that every Yu Ming student attends a site that meets the same high standards of safety, cleanliness, and physical readiness for learning.</p>		

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$981,845	\$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
7.32%	0%	\$0	7.32%

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	<p>Yu Ming Charter School designed Action 2 in direct response to the identified academic needs of its unduplicated student groups, including English learners, low-income students, and foster youth. Yu Ming's enrolled population includes approximately 17% English learners and 34% socioeconomically disadvantaged students, alongside foster youth who are included in the unduplicated count for the purposes of the minimum proportionality percentage. Analysis of multiple data sources surfaced specific needs for these student groups that this action is designed to address.</p> <p>For English learners, Yu Ming's English Learner Progress Indicator declined from 51.2% on the 2024</p>	<p>Action 2 increases and improves services for unduplicated student groups by providing a coordinated system of academic intervention and extended learning that operates in addition to Tier 1 instruction. The action includes four components that work together to address the identified needs.</p> <p>The first component is the deployment of Small Group Instructors at the elementary level, who provide differentiated academic support to students in kindergarten through fifth grade through in-class small group instruction and targeted pull-out sessions. Small Group Instructors work from each student's identified needs as documented through universal screening and progress monitoring data, with individualized</p>	<ul style="list-style-type: none"> <li>#1: ELA CAASPP</li> <li>#2: Math CAASPP</li> </ul>

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>California School Dashboard to 42% on the 2025 Dashboard. Underlying ELPAC proficiency declined across three consecutive administrations, from 38.1% in 2022-23 to 21.8% in 2024-25, and reclassification rates declined in parallel, from 32.7% in 2022-23 to 22% in 2024-25. Approximately 70% of Yu Ming's English learners speak a third language at home in addition to Mandarin and English, drawn from linguistically diverse populations that include Cantonese, Spanish, Tigrinya, Vietnamese, Amharic, Japanese, other Sino-Tibetan languages, Tongan, Thai, Portuguese, and Korean. These conditions, combined with the structural limits on English instructional time imposed by Yu Ming's 90/10 Mandarin immersion model in the lower grades, create acute need for sustained, intensive, and individualized academic and language support for English learners.</p> <p>For socioeconomically disadvantaged students, the 2025 California School Dashboard reflects a CAASPP English Language Arts Distance from Standard of negative 27.2 points, a CAASPP Math Distance from Standard of negative 3.6 points, and a chronic absenteeism rate of 5.4%, all of which exceed the school-wide rate or trend in a less favorable direction. Foster youth, as a small but historically vulnerable population, are recognized in this action's design through the school's commitment to ensuring that targeted academic support is available to every student who requires it, regardless of the specific factors driving the need.</p> <p>Across all three unduplicated student groups, the data establish that students require additional academic support, language acceleration, and extended learning time beyond what is provided through Tier 1 instruction alone in order to make progress toward grade-level mastery.</p>	<p>intervention plans designed for the specific skill gaps that English learners and low-income students disproportionately demonstrate. By placing additional adults in classrooms during instructional time and by enabling pull-out support when warranted, this component increases the quantity of academic support available to unduplicated students and improves the quality of that support through differentiation aligned to data.</p> <p>The second component is targeted academic intervention at the middle school level, delivered by classroom teachers in mathematics, English, science, and Chinese during the Self-Directed Learning period. This structure enables intervention to occur within the school day without removing students from core content instruction, which is particularly important for unduplicated students who may face barriers to participating in before-school or after-school intervention.</p> <p>The third component is the Summer Boost Program, a four-week intensive academic intervention offered at no cost to families during the summer. The program specifically targets students who are not yet proficient in Chinese or English, which disproportionately includes English learners and socioeconomically disadvantaged students. By offering the program at no cost, Yu Ming removes the financial barrier that would otherwise limit access for low-income families and ensures that the students with the greatest acceleration needs have access to additional structured instruction during the summer.</p> <p>The fourth component is the Expanded Learning Opportunities Program (ELOP), which provides year-round academic support through after-school programming, intersession periods, and summer enrichment. ELOP serves unduplicated students by extending learning time and reinforcement opportunities beyond the regular school day. For</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
		<p>English learners, ELOP additionally provides supplemental designated English Language Development practice that extends academic language exposure beyond the 15% of the school day allocated to English instruction in the lower grades. For low-income students, ELOP provides supervised academic support during hours when working families may not be able to provide academic enrichment at home.</p> <p>The action is further supported by adaptive digital learning platforms across English language arts, mathematics, and Chinese, which provide personalized practice and skill development calibrated to each student's instructional level. These platforms are particularly valuable for unduplicated students who require additional repetition, scaffolding, or practice at a specific skill level to make progress toward grade-level mastery.</p> <p><b>Justification for Schoolwide Provision</b></p> <p>Action 2 is delivered on a schoolwide basis because the academic needs it addresses are concentrated within unduplicated student groups but are not exclusive to them, and because the most effective delivery model integrates intervention into the regular school day, into the universal extended learning system, and into the academic platforms students access in their classrooms. Limiting access to Small Group Instructors, summer programming, ELOP, and digital learning platforms to identified unduplicated students would create a separate, parallel system of support that would isolate those students, reduce the flexibility of the school to respond to changing student needs, and undermine the inclusive culture that supports student engagement and belonging at Yu Ming.</p> <p>Although the action is provided on a schoolwide basis, it is specifically designed to improve outcomes for English learners, low-income students, and foster</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
		<p>youth. The action's targeting is achieved through the use of universal screening data to identify students for Tier 2 and Tier 3 intervention, which in practice consistently identifies a disproportionate share of unduplicated students given the academic patterns documented above. Within the schoolwide structure, Small Group Instructors prioritize the students with the most significant identified needs; the Summer Boost Program enrolls students who are not yet proficient in Chinese or English, which in practice consists primarily of English learners and socioeconomically disadvantaged students; ELOP prioritizes academic support and intervention components for students requiring acceleration; and digital learning platforms are differentiated automatically based on each student's diagnostic results. The schoolwide design ensures that unduplicated students can access support without stigma, that students whose needs shift across the year can move between tiers of support seamlessly, and that the school can deploy its resources efficiently across all four campuses.</p> <p>The schoolwide structure also reflects the reality that Yu Ming's Mandarin immersion program creates uniquely demanding conditions for English learners and other students requiring academic acceleration. The intervention, extended learning, and adaptive learning resources funded under this action are integrated into the same instructional infrastructure that delivers the immersion program, and separating them would compromise both the instructional coherence of the program and the effectiveness of the supports for the unduplicated students they are principally designed to serve.</p>	

**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	Not applicable

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.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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

## 2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
<b>Totals:</b>	\$ 14,675,283.28	\$ 15,094,371.06

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	\$ 77,186	\$ 67,186
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ 784,848	\$ 896,728
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 907,968	\$ 1,023,161
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	\$ 412,428	\$ 518,909
1	4	BROAD COURSE OF STUDY	No	\$ 101,688	\$ 184,704
1	5	SERVICES TO SUPPORT SWD	No	\$ 1,595,198	\$ 1,744,436
1	6	STRENGTHENING EL PROGRAM & SERVICES	No	\$ 47,177	\$ 19,899
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 6,413,950	\$ 6,564,775
2	2	PROFESSIONAL DEVELOPMENT	No	\$ 624,457	\$ 565,724
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 51,500	\$ 41,500
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 629,458	\$ 599,976
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ 1,025,245	\$ 947,713
3	2	PARENT INPUT IN DECISION-MAKING	No	\$ 3,000	\$ 3,000
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ 107,763	\$ 108,373
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ 1,893,417	\$ 1,808,288

**2025-26 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)
\$ 889,804	\$ 907,968	\$ 1,023,161	\$ (115,193)	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	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	\$ -	\$ -	0.000%	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ -	\$ -	0.000%	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 907,968	\$ 1,023,161.00	0.000%	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	\$ -	\$ -	0.000%	0.000%
1	4	BROAD COURSE OF STUDY	No	\$ -	\$ -	0.000%	0.000%
1	5	SERVICES TO SUPPORT SWD	No	\$ -	\$ -	0.000%	0.000%
1	6	STRENGTHENING EL PROGRAM & SERVICES	No	\$ -	\$ -	0.000%	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ -	\$ -	0.000%	0.000%
2	2	PROFESSIONAL DEVELOPMENT	No	\$ -	\$ -	0.000%	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ -	\$ -	0.000%	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ -	\$ -	0.000%	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ -	\$ -	0.000%	0.000%
3	2	PARENT INPUT IN DECISION-MAKING OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ -	\$ -	0.000%	0.000%
3	3	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ -	\$ -	0.000%	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ -	\$ -	0.000%	0.000%
				\$ -	\$ -	0.000%	0.000%

## 2025-26 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)
\$ 11,327,809	\$ 889,804	0.000%	7.855%	\$ 1,023,161	0.000%	9.032%	\$0.00 - No Carryover	0.00% - No Carryover

**2026-2027 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 %)
2026-2027	\$ 13,419,824	\$ 981,845	7.316%	0.000%	7.316%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 11,346,521	\$ 4,495,553	\$ -	\$ 803,976	\$ 16,646,049.32	\$ 12,787,193	\$ 3,858,856

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				Ongoing	\$ -	\$ 63,185	\$ 49,789	\$ 13,396	\$ -	\$ -	\$ 63,185	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	YMCS	Ongoing	\$ 1,751,870	\$ 56,392	\$ 1,144,369	\$ 663,893	\$ -	\$ -	\$ 1,808,262	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No				Ongoing	\$ 466,309	\$ 30,793	\$ 104,689	\$ 245,559	\$ -	\$ 146,854	\$ 497,102	0.000%
1	4	BROAD COURSE OF STUDY	All	No				Ongoing	\$ 122,467	\$ 3,000	\$ 3,000	\$ 122,467	\$ -	\$ -	\$ 125,467	0.000%
1	5	SERVICES TO SUPPORT SWD	SWD	No				Ongoing	\$ 1,654,918	\$ 86,000	\$ 91,550	\$ 1,505,534	\$ -	\$ 143,834	\$ 1,740,918	0.000%
1	6	STRENGTHENING EL PROGRAM & SERVICES	English Learners	No				Ongoing	\$ 22,885	\$ -	\$ 22,885	\$ -	\$ -	\$ -	\$ 22,885	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No				Ongoing	\$ 7,251,548	\$ 130,000	\$ 7,289,420	\$ 92,128	\$ -	\$ -	\$ 7,381,548	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No				Ongoing	\$ 697,911	\$ 91,300	\$ 789,211	\$ -	\$ -	\$ -	\$ 789,211	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No				Ongoing	\$ -	\$ 50,130	\$ 50,130	\$ -	\$ -	\$ -	\$ 50,130	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No				Ongoing	\$ 376,066	\$ 333,940	\$ 710,006	\$ -	\$ -	\$ -	\$ 710,006	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING	All	No				Ongoing	\$ 135,688	\$ 840,505	\$ 462,905	\$ -	\$ -	\$ 513,288	\$ 976,193	0.000%
3	2	PARENT INPUT IN DECISION-MAKING OPPORTUNITIES PROVIDED TO SUPPORT	All	No				Ongoing	\$ -	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000	0.000%
3	3	PARENT ENGAGEMENT & PARTICIPATION	All	No				Ongoing	\$ 102,506	\$ 13,125	\$ 115,631	\$ -	\$ -	\$ -	\$ 115,631	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No				Ongoing	\$ 205,025	\$ 2,157,486	\$ 509,935	\$ 1,852,576	\$ -	\$ -	\$ 2,362,511	0.000%
										\$ -					\$ -	0.000%

**2026-2027 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
\$ 13,419,824	\$ 981,845	7.316%	0.000%	7.316%	\$ 1,144,369	0.000%	8.527%	<b>Total:</b>	\$ 1,144,369
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ 1,144,369

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	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	No				\$ -	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	YMCS	\$ 1,144,369	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NE	No				\$ -	0.000%
1	4	BROAD COURSE OF STUDY	No				\$ -	0.000%
1	5	SERVICES TO SUPPORT SWD	No				\$ -	0.000%
1	6	STRENGTHENING EL PROGRAM & SERVICES	No				\$ -	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No				\$ -	0.000%
2	2	PROFESSIONAL DEVELOPMENT	No				\$ -	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	No				\$ -	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	No				\$ -	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEM	No				\$ -	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	No				\$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEME	No				\$ -	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No				\$ -	0.000%
							\$ -	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](mailto: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"> <li>● Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>● 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.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>● Enter the baseline when completing the LCAP for 2024–25.           <ul style="list-style-type: none"> <li>○ 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).</li> <li>○ 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.</li> <li>○ Indicate the school year to which the baseline data applies.</li> </ul> </li> </ul>

- 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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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).