

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

YU MING CHARTER SCHOOL

Sue Park, Head of School

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510.452.2016

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Yu-Ming Charter School is a direct-funded, dual-immersion charter school located in Oakland serving approximately 447 students in grades K-8. Student demographics include: 47% Asian, 34% 2+ Races, 8% White, 6% African American, 5% Hispanic, of which, 6% are Students with Disabilities, 7% English Language Learners (ELL), and 15% who qualify for free/reduced lunch.

It is our mission to give children from a wide range of ethnic, socio-economic, racial and language backgrounds the opportunity to become fully bilingual and biliterate in Mandarin Chinese and English. As such, we nurture our inclusive and diverse community to become empowered, engaged, and outstanding global citizens who use their education to make a difference in the world.

Yu Ming follows a full-immersion dual-language model of instruction. In Kindergarten to grade 2, 90 percent of instruction is in Mandarin Chinese and 10 percent in English. In grades 3 to 4 it is 70 percent Chinese/30 percent English, grades 5-6 have a 50/50 split, and students in grades 7-8 have the option of maintaining the even split or changing to a 30/70 Chinese/English program. Our school design is centered on data-driven academic excellence and includes personalized, project-based, social emotional, and language immersion learning to foster self-directed, purposeful, and connected learners.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

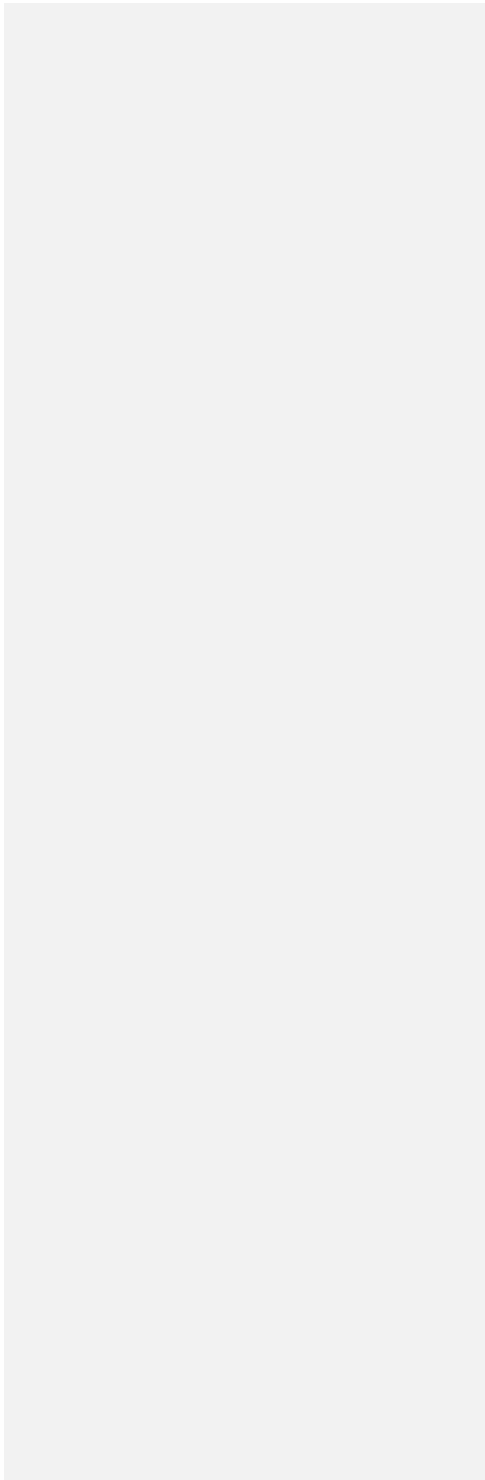
Yu Ming Charter School’s LCAP reflects the impact of the use of data to inform instruction and resource allocation that includes a comprehensive list of assessments in both English and Chinese across all grade levels and disciplines; standards aligned curriculum, use of paraprofessionals and teachers in both languages to provide targeted instruction for struggling students and challenging learning environments for high achievers. This continues with robust professional learning environment that takes place year around starting in the summer prior to the start of the school year and continuing throughout the school year including non-instructional days allocated to improving outcomes using evidence-based pedagogical strategies. A Head of School is continuously developing partnerships with the community including abroad to recruit the most qualified and dedicated staff; and partners with organizations that support the school’s mission and vision to provide a stellar educational program for the next generation of scholars. School Directors who provide ongoing coaching and support for all teachers through ongoing monthly and weekly classroom observation cycles.

Throughout this LCAP, actions and services were developed based on ongoing communication with stakeholders, an analysis of multiple forms of data, with the goal of implementing a Mutli-tiered System of Supports schoolwide.

Yu Ming Charter School administers a variety of assessments in ELA, Math and CLA to measure student progress and proficiency levels. Trimester data is reviewed and analyzed to assess if targets were met or whether students require intervention. Yu Ming employs Intervention teachers and assistants in Chinese and English to support and address the learning gaps of students. Students who are not meeting our outcomes or who perform below grade level receive targeted support/intervention to improve their academic performance.

SPRING 2018 ELA CAASPP MEAN SS			SPRING 2018 MATH CAASPP MEAN SS		
	2017 DFS	2018 DFS		2017 DFS	2018 DFS
ALL STUDENTS	+78.7	+96.2	ALL STUDENTS	+75	+96.2
ENGLISH LEARNERS	+48.5	+53.9	ENGLISH LEARNERS	+57.4	+87.8
SOC. ECON DISADV.	+3.5	+53.7	SOC. ECON DISADV.	+20.1	+45.1
SWD	-21.5	+13.1	SWD	-0.7	+13.9
ASIAN	+75.7	+94.6	ASIAN	+77.6	+102.2
WHITE	+91.1	+101.3	WHITE	+76.8	+98.3
2+ RACES	+91.7	+101.1	2+ RACES	+74.2	+93.2

According to this chart all student groups are performing at or above Distance from Standard (formerly Level 3). There was significant growth from 2016-17 to 2017-18 in the following student groups: Socio-economically disadvantaged; Students with Disabilities, and Asian for ELA; and for Math significant growth occurred schoolwide and among all student groups (English Learners, Socio-economically Disadvantaged, Students with Disabilities, Asian, and 2+ races). This growth resulted in “Blue” Performance Category on the CA Schools Dashboard.



Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Yu Ming Charter School is proud of its fall 2018 CA Schools Dashboard earning a “Blue” Performance Category for all 4 State Indicators: Chronic Absenteeism, Suspension Rate, ELA and Math. The following chart provides a snapshot of Yu Ming Charter School’s Dashboard.

FALL 2018 CA DASHBOARD: YU MING CHARTER SCHOOL				
	CHRONIC ABSENTEEISM	SUSPENSION RATE	ELA	MATH
ALL STUDENTS	BLUE	BLUE	BLUE	BLUE
SOC. ECON DISADV.	GREEN	BLUE	--	--
ASIAN	BLUE	BLUE	BLUE	BLUE
WHITE	GREEN	ORANGE	--	--
2+ RACES	BLUE	BLUE	BLUE	BLUE

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Yu Ming Charter School did not have any State Indicators or Local Performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Yu Ming Charter School received an “Orange” Performance Category for the Suspension Rate Indicator.

The following chart provides a snapshot of the suspension rates for the past 2 years that were used to calculate the Fall 2018 CA Schools Dashboard. In 2016-17, YMCS suspended 1 student (non-White) (out of 365 cumulative enrollment); and in 2017-18 suspended 1 student (White) from cumulative enrollment of 401 total students; and 32 White students), which resulted in an “Orange” Performance Category because Suspension Rate is a highly volatile State Indicator for small schools such as Yu Ming Charter School. Results should be interpreted with caution.

2016-17 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	365	1	1	0.3%	100.0%	0.0%
AFRICAN AMERICAN	14	0	0	0%	0%	0%
ASIAN	164	0	0	0%	0%	0%
HISPANIC	18	0	0	0%	0%	0%
WHITE	36	0	0	0%	0%	0%
2+ RACES	125	*	*	*	*	*
ELL	*	*	*	*	*	*
SOC. ECON DISADV	*	*	*	*	*	*
SPED	*	*	*	*	*	*

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	401	1	1	0.2%	100.0%	0.0%
AFRICAN AMERICAN	22	0	0	0.0%	0.0%	0.0%
ASIAN	188	0	0	0.0%	0.0%	0.0%
HISPANIC	18	0	0	0.0%	0.0%	0.0%
WHITE	32	1	1	3%	100%	0%
2+ RACES	132	0	0	0%	0%	0%
ELL	*	*	*	*	*	*
SOC. ECON DISADV	*	*	*	*	*	*
SPED	*	*	*	*	*	*

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not Applicable

Support for Identified Schools

Describe how the LEA supported 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.

Not Applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not Applicable

Annual Update

LCAP Year Reviewed: 2018-19

Goal 1

Continue to develop an infrastructure for ongoing analysis of multiple forms of data including student demographic and achievement data in order to: inform instructional decisions; tailor research-based intervention programs; further develop the RTI/SST (MTSS) to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources; and develop clear policies and protocols that support the school's mission and goals.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Maintain CAASPP ELA distance from Level (DFL) 3 Scale Scores:
Maintain +20 points above DFL3

SPRING 2018 ELA CAASPP MEAN SS	
	DFS
ALL STUDENTS	+96.2
ENGLISH LEARNERS	+53.9
SOC. ECON DISADV.	+53.7
SWD	+13.1
ASIAN	+94.6
WHITE	+101.3
2+ RACES	+101.1

Expected

Actual

Maintain CAASPP Math distance from Level (DFL) 3 Scale Scores:
Maintain +20 points above DFL3

SPRING 2018 MATH CAASPP MEAN SS	
	DFS
ALL STUDENTS	+96.2
ENGLISH LEARNERS	+87.8
SOC. ECON DISADV.	+45.1
SWD	+13.9
ASIAN	+102.2
WHITE	+98.3
2+ RACES	+93.2

Increase attendance rates to >96%

2017-18: 98%

Decrease Chronic Absenteeism rates to 3.5%

2017-18 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE
SCHOOLWIDE	395	9	2.3%
AFRICAN AMERICAN	20	3	15.0%
ASIAN	184	2	1.1%
HISPANIC	18	2	11.1%
WHITE	32	1	3.1%
2+ RACES	132	0	0.0%
ELL	25	3	12.0%
SOC. ECON DISADV	57	5	8.8%
SPED	26	1	3.8%

Maintain Middle School Dropout Rates: <1%

2017-18: 0.3%

% of students including Unduplicated Pupils and Students with Disabilities access broad course of study: 100%

2018-19: 100%

Expected

Actual

Increase % of Grade 5 students who meet all 6 areas in the HFZ on the PFT to 83%

2017-18: 61.4%

Increase % of Grade 7 students who meet all 6 areas in the HFZ on the PFT: Will establish annual growth target once baseline results are reported.

2017-18: 64.3%

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																									
<p><u>STAFF TO SUPPORT SCHOOL'S BASE PROGRAM</u></p> <p>Yu Ming Charter School will employ 24 appropriately credentialed teachers and a Director for Lower School (K-2); and Director for the Upper School: (3-8) as part of the school's base program.</p>	<p><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></p> <p>Yu Ming Charter School employed a total of 24 teachers that were appropriately credentialed and assigned, and Director for Lower School (K-2); Director for the Upper Schools (3-8) and Head of School.</p> <p>Yu Ming Charter School provided all students with a longer school day, and longer school year, which included an additional 10 instructional days; 21,440 additional instructional minutes for Kindergarten; 7,880 for grades 1-3; and 4,280 for grades 4-8, as evidenced in the following chart, which exceed the CA State requirements.</p> <table border="1" data-bbox="535 1063 961 1230"> <thead> <tr> <th colspan="5">INSTRUCTIONAL TIME REQUIREMENTS</th> </tr> <tr> <th></th> <th>DAYS</th> <th>K</th> <th>1-3</th> <th>4-8</th> </tr> </thead> <tbody> <tr> <td>CA REQUIRED:</td> <td>175</td> <td>36,000</td> <td>50,400</td> <td>54,000</td> </tr> <tr> <td>YU MING</td> <td>185</td> <td>57,440</td> <td>58,280</td> <td>58,280</td> </tr> <tr> <td>DIFFERENCE</td> <td>+10</td> <td>+21440</td> <td>+7880</td> <td>+4,280</td> </tr> </tbody> </table>	INSTRUCTIONAL TIME REQUIREMENTS						DAYS	K	1-3	4-8	CA REQUIRED:	175	36,000	50,400	54,000	YU MING	185	57,440	58,280	58,280	DIFFERENCE	+10	+21440	+7880	+4,280	<p>\$1,751,294 LCFF BASE 1000s, 3000s</p>	<p>\$2,379,967 LFCC Base 1000s, 3000s</p>
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ASSESSMENTS</u></p> <p>Yu Ming Charter School staff will continue to implement multiple types of assessments, in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> • NWEA MAP ELA & Math: Grades 6-8 • Fountas & Pinnell: K-8 • CLA Leveled Chinese (Reading): Grades K-8 • CLA Listening, Speaking, (Early Language Listening & Oral proficiency (ELLOPA): Grades K-1 • CLA Listening, Speaking, Reading, Writing, STAMP 4Se: Grades 2, 4, 6 • CLA Listening, Speaking, Reading, Writing, STAMP 4s: Grade 8 • Spring Presentation of Learning: Grades K-8 • Learning Headquarter writing assessment in Chinese and English: Grades K-8 	<p><u>ASSESSMENTS</u></p> <p>As part of the school's data-driven culture, internal/local and benchmark assessments are essential in measuring student academic progress and identify areas for growth and achievement gaps. The following assessments were administered this year:</p> <ul style="list-style-type: none"> • NWEA MAP ELA & Math: Grades 6-8 • Fountas & Pinnell: K-8 • CLA Leveled Chinese (Reading): Grades K-8 • CLA Listening, Speaking, (Early Language Listening & Oral proficiency (ELLOPA): Grade K • CLA Listening, Speaking, Reading, Writing, STAMP 4Se: Grades 2, 4, 6 • CLA Listening, Speaking, Reading, Writing, STAMP 4s: Grade 8 • Spring Presentation of Learning: Grades K-8 • Learning Headquarter writing assessment in Chinese (K-8) and English: Grades 3-8. • Interim Math Assessments: K-5 <p>In addition, YMCS administered the</p>	<p>\$16,000</p> <p>Lottery</p> <p>4000s</p>	<p>\$3,000</p> <p>Lottery</p> <p>4000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>In addition, YMCS will administer the following state-mandated assessments:</p> <ul style="list-style-type: none"> • ELPAC: Initial & Summative for ELL • CAASPP: ELA & Math – Grades 3-8 • CA Science Test: Grades 5 & 8 • Physical Fitness Test: Grades 5 & 7 	<p>following state-mandated assessments:</p> <ul style="list-style-type: none"> • ELPAC: Initial & Summative for ELL • CAASPP: ELA & Math – Grades 3-8 • CA Science Test: Grades 5 & 8 • Physical Fitness Test: Grades 5 & 7 		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></p> <p>Yu Ming Charter School will continue to align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps. The following staff will provide intervention services during the school day:</p> <ul style="list-style-type: none"> • Chinese Intervention Teacher • English Intervention Teacher • Chinese Intervention Assistant • English Intervention Assistant • 6 Instructional Assistants that will be placed in classrooms <p>Yu Ming Charter School will provide BOOST after-school academic tutoring for struggling students led by credentialed teachers and Instructional Assistants, daily for 30 minutes. Each day will focus on a different subject. The after school program will employ:</p>	<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></p> <p>Upon an analysis of Spring 2018 CAASPP Results (ELA/Math), internal assessments, feedback from teachers, Leadership Team, and data collected from classroom observations our school implemented the following:</p> <ul style="list-style-type: none"> • Chinese Intervention Teacher • Chinese Intervention Assistant • English Intervention Assistant: need based on student achievement data • 4 Instructional Assistants that were placed in classrooms – interns from Taiwan. YMCS applied for 6 but received 4. <p>Yu Ming Charter School provided BOOST after-school academic tutoring for struggling students led by credentialed teachers and Instructional Assistants, daily for 30-45 minutes. The after school program employed the following:</p> <ul style="list-style-type: none"> • Upper School Extended Care 	<p>\$193,496 \$125,000 LCFF S/C, Remainder LCFF Base 1000s, 2000s, 3000s</p>	<p>\$200,161 \$131,470 LCFF S/C Remainder LCFF Base 1000s, 2000s, 3000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Upper School Extended Care Program Manager • Lower School Extended Care Program Manager 	<ul style="list-style-type: none"> • Program Manager • Lower School Extended Care Program Manager 		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STRATEGIC PLANNING:</u></p> <ul style="list-style-type: none"> • Leadership team will collaborate with Governing Board and stakeholders in developing a schoolwide action plan that is data-driven, with benchmarks dates that is reported and revised annually. • Leadership Team will address monthly growth targets/benchmarks outlined in the Action Plan. 	<p><u>STRATEGIC PLANNING:</u></p> <p>Yu Ming Charter School’s Leadership Team collaborates with the Governing Board and stakeholders in developing action plans that are data-driven, and include benchmarks, which are reported annually. The Leadership Team addresses the monthly growth targets/benchmarks outlined in the Action Plan.</p>	<p>Directors accounted for in Action 1. \$139,510 LCFF Base 1000s, 3000s</p>	<p>See Goal 1 Action 1</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>FACILITIES:</u> The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program:</p> <ul style="list-style-type: none"> • Leasing costs for 2 facility sites • Annual FIT Report • Upgrades, maintenance, repairs may include: <ul style="list-style-type: none"> ○ Replace broken window frames and install safety film ○ Prop 39e energy efficient upgrades (light fixtures, solar) ○ Remove and replace K-2 playground structure ○ Minor building maintenance projects (i.e. repair benches) 	<p><u>FACILITIES</u> Yu Ming Charter School provides all students and staff with a safe, clean and functioning facility sites as measured by the Facility Inspection Tool (FIT). In addition, our school leases both school sites. Expenses include maintenance, repairs, and janitorial services.</p>	<p>\$656,396 SB740, Prop 39 Clean Energy, LCFF Base 5000s, 6000s</p>	<p>\$499,267 SB740, LCFF Base 5000s, 6000s</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>COURSE ACCESS – COURSES BEYOND CORE OFFERED TO ALL STUDENTS:</u> In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study beyond core subjects to include:</p> <ul style="list-style-type: none"> • K-8 (ES/MS): Visual & Performing Arts, Choral & Instrumental Music, Physical Education • Grade 5: Design Lab • Grades 6-8 (MS): Design Lab; Journalism (Chinese); Contemporary China (Chinese); Spanish, Musical Instruments, Yearbook, Coding, Art, Student-led Inquiry (English & Chinese) • Enrichment Instructors (Art, Music, P.E.): 3.5 	<p><u>COURSE ACCESS – COURSES BEYOND CORE OFFERED TO ALL STUDENTS:</u> In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study beyond core subjects to include:</p> <ul style="list-style-type: none"> • K-8 (ES/MS): Visual & Performing Arts, Choral & Instrumental Music, Physical Education • Grade 5: Design Lab • Grades 6-8 (MS): Design Lab; Journalism (Chinese); Contemporary China (Chinese); Spanish, Musical Instruments, Yearbook, Coding, Art, Student-led Inquiry (English & Chinese) • Enrichment Instructors (Art, Music, P.E.): 3.5 • Pottery Clay and Art class was added this year. 	<p>\$155,167 LCFF Base, Local Revenue Sources 1000s, 3000s, 4000s</p>	<p>See Goal 1, Action 1 \$5,000 LCFF Base 4000s</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u></p> <p>Upon a review and analysis of our school’s student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students.</p> <p>Yu Ming will employ the following staff to support the social-emotional needs and PBIS program:</p> <ul style="list-style-type: none"> • Dean of Students and Instruction (K-2) – coaches teachers on addressing positive student behavior and behavioral challenges. • Behavior Specialist (K-2): push-in support, working with teachers, develop behavior plans tier 1 for students w/o IEP, works with the Dean (see Goal 1, Action 7) • Health Services Coordinator 	<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u></p> <p>Yu Ming Charter School continues to strengthen and expand its social-emotional and behavioral counseling program.</p> <p>The (2) Dean of Students and Instruction (K-2) and (3-8) coaches teachers on PBIS and challenging behaviors.</p> <p>The Behavior Specialist provides push-in support for General Education students; and coaches teachers on de-escalating behavioral issues in the classroom.</p> <p>The Health Services Coordinator (LVN) works at both school sites providing first aid and diabetes care.</p>	<p>\$182,024</p> <p>LCFF Base</p> <p>1000s, 2000s, 3000s</p>	<p>\$179,387</p> <p>LCFF Base</p> <p>1000s, 2000s, 3000s</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:</u> El Dorado SELPA</p> <p>SPED Team: to provide instructional and social emotional supports as outlined in the student's IEP:</p> <ul style="list-style-type: none"> • Director of Special Education • Educational Specialist (2) • Instructional Assistant • Behavior Aide • Speech Pathologist • Counselor • Behavior Aides (2) • Contracted Services: Occupational Therapist, Board-Certified Behavior Analyst, School Psychologist 	<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE SWD:</u></p> <p>Yu Ming Charter School's SELPA provider is the El Dorado Charter SELPA. The SPED Director was responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing and contracted services.</p> <p>RSP Teachers met and planned with Upper School (G3-8) General Education Teachers in grade level teams every other week. The SPED Director and RSP teachers provided support and coaching for teachers.</p>	<p>\$302,557</p> <p>1000s, 2000s, 3000s, 5000s</p> <p>SPED, LCFF Base</p>	<p>\$198,250</p> <p>1000s, 2000s, 3000s, 4000s, 5000s</p> <p>SPED, LCFF Base</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFE Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions were implemented with fidelity to accomplish Goal #1.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Yu Ming Charter School administers a variety of assessments in ELA, Math and CLA to measure student progress and proficiency levels. Trimester data is reviewed and analyzed to assess if targets were met or whether students require intervention. Yu Ming employs Intervention teachers and assistants in Chinese and English to support to address the learning gaps of students. Students who are not meeting our outcomes or who perform below grade level receive targeted support/intervention to improve their academic performance.

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ASIAN	+75.7	+94.6	ASIAN	+77.6	+102.2
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According to this chart all student groups are performing at or above Distance from Standard (formerly Level 3). There was significant growth from 2016-17 to 2017-18 in the following student groups: Socio-economically disadvantaged; Students with Disabilities, and Asian for ELA; and for Math significant growth occurred schoolwide and among all student groups (English Learners, Socio-economically Disadvantaged, Students with Disabilities, Asian, and 2+ races).

Action 6: Ming Charter School continues to expand the list of enrichment and/or elective courses offered to students. Our school conducts student focus groups to gather input and feedback on the school's educational program and course offerings.

For Action 7: The Behavior Specialist and Dean of Students and Instruction's role in coaching teachers has resulted in a decline in behavior referrals and an increase in academic outcomes as measured by trimester assessments.

For Action 8: As a result of our comprehensive services for Students with Disabilities in combination with our intervention programs; Students with Disabilities (SWD) have demonstrated significant growth on the ELA and Math CAASPP as evidenced in the chart in the previous page.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action 4 will be eliminated for the 2019-20 LCAP because this action is now a standard practice at Yu Ming Charter School, and not aligned to the 8 State Priorities and/or required metrics/outcomes.

Goal 2

Provide all students with high quality instruction, a rigorous standards-aligned curriculum in a Chinese immersion educational program through student-centered/student driven learning experiences that will prepare all students to strive/excel as biliterate critical thinkers, problem solvers, community minded, diligent and independent learners, and innovators in an ever-changing Global world.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

% of students with access to standards-aligned instructional materials: 100%

2018-19: 100%

Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.

OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS	
	2018-19
ELA	4
ELD	4
MATH	4
NGSS	3
HISTORY	2
PE	3
WORLD LANG.	5

Expected	Actual
% of teachers who are appropriately credentialed and assigned: 100%	2017-18: 100% 2018-19: 100%
% of EL who progress in EL Proficiency as measured by ELPAC	2017-18: 55.6% ELPAC
Increase English Learner reclassification rate: Baseline	2017-18: 20.8% CELDT 2018-19: 57.1% ELPAC

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PROFESSIONAL DEVELOPMENT TO BE PROVIDED:</u> In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:</p> <ul style="list-style-type: none"> • CCSS ELA, Chinese Language Arts (CLA) • Immersion Balanced Literacy: Readers and Writers Workshop • Project-based Learning (PBL) • Data Cycles of inquiry • Multi-Tiered System of Support (MTSS) • Culturally Responsive Teaching, Diversity & Inclusion • Social-Emotional Learning (i.e. Compass, Responsive Classroom, Toolbox) • Personalized and Differentiated Instruction 	<p><u>PROFESSIONAL DEVELOPMENT</u> Yu Ming Charter School provided its teachers with ongoing professional development/learning during the summer and academic school year. During our end-of-year analysis of student achievement, feedback from teachers about professional learning, classroom observation findings, led to the need to strengthen both academic interventions and social-emotional programs. The areas of focus for professional learning this year included:</p> <ul style="list-style-type: none"> • CCSS ELA, Chinese Language Arts (CLA) • Immersion Balanced Literacy: Readers and Writers Workshop • Project-based Learning (PBL) • Data Cycles of inquiry: occurs every trimester and non-instructional day; data is disaggregated by class and grade level. Goals are developed; intervention strategies are identified and implemented, if additional support is needed the 	<p>\$57,000 MTSS, LCFF Base 5000s</p>	<p>\$32,000 MTSS, LCFF Base 5000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Science and Social Studies Instruction <p>Professional development for all teachers will take place during the academic year, as follows:</p> <ul style="list-style-type: none"> • 8 Days of Pre-Service Staff Development • 1 Non-instructional day for Staff Development • Weekly Friday Staff Development • Weekly Grade Level Professional Learning Communities • Middle School Advisor Collaboration Time <p>Members of our teaching staff and/or Leadership team plan to attend in the following conferences:</p> <ul style="list-style-type: none"> • MTSS Training • Responsive Classroom • Learning Headquarters • National Chinese Language Conference • CA. Charter Schools Conference • Summit Basecamp Training • UnboundEd Standards Institute 	<p>student is identified for Tier 2 support. Parents are informed and tracking/monitoring takes place every 6 weeks.</p> <ul style="list-style-type: none"> • Multi-Tiered System of Support (MTSS) • Culturally Responsive Teaching, Diversity & Inclusion • Social-Emotional Learning (i.e. Compass, Responsive Classroom, Toolbox) • Personalized and Differentiated Instruction • Teacher Induction expenses • Weekly Grade Level Professional Learning Communities • Middle School Advisor Collaboration Time <p>Members of our teaching staff and/or Leadership team attended the following conferences/workshops:</p> <ul style="list-style-type: none"> • MTSS Training • National Chinese Language Conference • CA. Charter Schools Conference • Summit Basecamp Training • UnboundEd Standards Institute 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • PBL World: Buck Institute • Relay GSE Leverage Leadership • Compass SEL Framework • Wilson reading intervention • National Equity Project, Coaching for Equity • El Dorado SELPA Teacher Academy 	<ul style="list-style-type: none"> • PBL World: Buck Institute • Relay GSE Leverage Leadership • Compass SEL Framework • El Dorado SELPA Teacher Academy 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ELD PROGRAM</p> <p>Yu Ming Charter School will review and revise its EL Master Plan to align with the CDE’s recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school’s EL Coordinator will administer the ELPAC Initial and Summative Assessment. Yu Ming Charter School will employ an EL teacher to provide ELD Designated Instruction that will take place approximately for 30 minutes: 2-3 times/week.</p> <p>The principal and teachers will review, analyze and closely monitor the academic progress of all EL students using multiple forms of data from assessments to ensure academic growth in ELA and math using the intervention programs listed under “curriculum.” (Goal 2, Action 3)</p>	<p>ELD PROGRAM</p> <p>Yu Ming Charter School has reviewed and revised its EL Master Plan to align to the CDE/SBE Reclassification criteria, ELD standards, student performance on the ELPAC and CAASPP.</p> <p>The EL Coordinator administered the ELPAC Initial and Summative Assessment. The ELD teacher (also a classroom ELA Teacher) provided ELD Designated Instruction that will take place approximately for 30 minutes: 2-3 times/week. This year we purchased Fountas and Pinnell; ELD Curriculum; and National Geographic</p>	<p>Staff Time accounted for in Goal #1, \$3,000 LCFF Base 4000s</p>	<p>See Goal 1</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>CORE CURRICULUM TO BE PURCHASED:</u> Every student has access to standards-aligned curriculum. Yu Ming Charter School will purchase the following standards-aligned curriculum:</p> <ul style="list-style-type: none"> • Better Immersion Curriculum • Chinese Leveled texts • Level Chinese (subscription) • Learning Headquarters Writing • Chinese Content books for G8 • English Guided Reading books • English Non-fiction texts • English classroom library books • English class novel sets • Content Literature connected to Social Sciences • Science Lab Materials • FOSS kits • Amplify Science Curriculum • Mathematics manipulatives • Physical Education Equipment • Art Materials <p>The following is a list of supplemental</p>	<p><u>CORE CURRICULUM TO BE PURCHASED:</u> Every student has access to standards-aligned curriculum. Yu Ming Charter School will purchase the following standards-aligned curriculum:</p> <ul style="list-style-type: none"> • Better Immersion Curriculum • Chinese Leveled texts • Level Chinese (subscription) • Learning Headquarters Writing • Chinese Content books for G8 & new G1 Section • FOSS kits • Amplify Science Curriculum • Mathematics manipulatives • PE Equipment • Art Materials • Social-emotional curriculum <p>The following is a list of supplemental and/or intervention instructional materials.</p> <ul style="list-style-type: none"> • Joy Reader (subscription) • Reading A to Z (Digital) • Brain Pop (subscription) • Flocabulary (subscription) • Lexia Core5 (subscription) 	<p>\$26,000. Some items have no cost associated with them as they are "OER"'s LCFF Base 4000s</p>	<p>\$8,000 LCFF Base 4000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>and/or intervention instructional materials.</p> <ul style="list-style-type: none"> • Joy Reader (subscription) • Reading A to Z (Digital) • Brain Pop (subscription) • Flocabulary (subscription) • Lexia Core5 (subscription) • Raz Kids for K-2 (subscription) • Headsprout for K-1 (subscription) • HeidiSongs Sight Words for K-2 (subscription) • HeidiSongs Letters for K (subscription) • Vocabulary Spelling City for G3-5 (subscription) • Newsela Pro for G2-8 (subscription) • Zearn Math for K-5 (subscription) • Wilson Language Training • STC Science Kits 	<ul style="list-style-type: none"> • Raz Kids for K-2 (subscription) • Headsprout for K-1 (subscription) • HeidiSongs Sight Words for K-2 (subscription) • HeidiSongs Letters for K (subscription) • Vocabulary Spelling City for G3-5 (subscription) • Newsela Pro for G2-8 (subscription) • Wilson Language Training • STC Science Kits 		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>TECHNOLOGY</u></p> <p>In order to provide all students with access to digital media, our school will implement the following:</p> <ul style="list-style-type: none"> • 50 Chromebooks • Chromebook Cart (Grade 3) • 2 Video Cameras • 2 Photo Cameras • 10 Teacher iPads • 10 iPad Document Camera stands 	<p><u>TECHNOLOGY</u></p> <p>In order to provide all students with access to digital media, our school purchased the following:</p> <ul style="list-style-type: none"> • 50 Chromebooks • Chromebook Cart (Grade 3) • 2 Video Cameras • 2 Photo Cameras • 10 Teacher iPads • 10 iPad Document Camera stands • Laser cutter 	<p>\$20,000</p> <p>LCFF Base</p> <p>4000's</p>	<p>\$35,000</p> <p>LCFF Base</p> <p>4000s</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STUDENT ENGAGEMENT</u></p> <p>In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <p>Elementary School (ES) Program (Grades K-5) will provide:</p> <ul style="list-style-type: none"> ES students will have access to the after-school enrichment programs: Chess, Chinese Go, Spanish, Hands-on Science, Outdoor education, robotics, and abacus. ES students will participate in at least 2 field trips during the school year. ES students will perform in at least 3 Music Concerts and Art Shows. ES students in G4-5 will participate in 2-3 day overnight trips focused on team-building, historical content education environmental education. ES students will have access to after-school clubs: Choir, Math Olympiads 	<p><u>STUDENT ENGAGEMENT</u></p> <p>Yu Ming Charter School implemented the following actions to promote positive student engagement. They include:</p> <p>Elementary School (ES) Program (Grades K-5) will provide:</p> <ul style="list-style-type: none"> ES students accessed the after-school enrichment programs: Chess, Chinese Go, Spanish, Hands-on Science, Outdoor education, robotics, and abacus. ES students participated in at least 2 field trips during the school year. ES students performed in at least 3 Musical Concerts and Art Shows. ES students in G5 participated in 2-3 day overnight trips focused on team-building, historical content education environmental education. ES students accessed after-school clubs: Choir, Math Olympiads 	<p>\$174,257 + Staff time accounted for in Goal #1</p> <p>LCFF Base, Local Revenue Sources</p> <p>4000s, 5000s</p>	<p>\$110, 715</p> <p>LCFF Base</p> <p>5000s</p> <p>See Goal 1 for staff time included in this action</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The Middle School (MS) Program (Grades 6-8) will provide:</p> <ul style="list-style-type: none"> MS students will have access to the after-school enrichment programs: Chess, Chinese Go, Outdoor Education, etc. MS students will have access to the Extended Day Program that will include: Jazz Band, Sports Program (MSSL), Choir, Math Olympiads MS students will develop their personalized Bilingual Portfolio and oral portfolio as part of graduation requirements, in preparation for high school. MS students will participate in a one week-long expedition intersession that explores the arts, music or sciences. MS students in G6 and 8 will participate in a 4-5 day overnight trip focused on team-building, community service, and/or environmental education. MS students in G7 will participate in a 14 day overnight international study tour in China 	<p>The Middle School (MS) Program (Grades 6-8) will provide:</p> <ul style="list-style-type: none"> MS students accessed the after-school enrichment programs: Chess, Chinese Go, Outdoor Education, etc. MS students accessed the Extended Day Program that included: Jazz Band, Sports Program (MSSL), Choir, Math Olympiads MS students developed their personalized Bilingual Portfolio and presented their graduate defense as part of graduation requirements, in preparation for high school. MS students participated in two week-long expedition intersession that explores the arts, music or sciences. MS students in G6 and 8 participated in a 5 day overnight trip focused on team-building, community service, and/or environmental education. MS students in G7 participated in a 14 day overnight international study tour in China focused on language & cultural education, 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>focused on language & cultural education, Chinese family homestay and community service.</p> <ul style="list-style-type: none"> MS students will participate in student-initiated clubs during lunch-time (ex. cooking club, photography, journalism, etc.). MS students will perform in Music Concerts and Art Shows. MS students will have access to after-school social engagements with one another and students from other middle schools during school dances. Yu Ming will develop the following to prepare its students for High School: Articulation with High Schools, Immersion-level Chinese learning pathways, Advisory curriculum and mentoring to support High School transition. 	<p>Chinese family homestay and community service.</p> <ul style="list-style-type: none"> MS students participated in student-initiated clubs during lunch-time (ex. cooking club, photography, journalism, etc.). MS students performed in Music Concerts and Art Shows. MS students accessed after-school social engagements with one another and students from other middle schools during school dances. Yu Ming developed the following to prepare its students for High School: Articulation with High Schools, Immersion-level Chinese learning pathways, Advisory curriculum and mentoring to support High School transition. 		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented with fidelity to support Goal #2.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Yu Ming provides all educators with a robust professional development/learning program that takes place year around as evidenced in Goal 2, Action 1. Our school invested significantly in curricular, and supplemental materials for students to improve academic outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action 5 will be eliminated and will be combined with Goal 3 Action 1 because of its inter-relatedness.

Goal 3

Engage parents, families and community members as partners through education, communication and collaboration in order to provide all students with a safe, welcoming and inclusive, and positive learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: 1, 3, 6

Annual Measurable Outcomes

Expected	Actual
Parent involvement through input in decision-making via Family Support Organization & Family Support Council: Met	2018-19: Outcome Met (See Action 4 for details)
Parent involvement will include opportunities for participation in programs for unduplicated students: Met	2018-19: Outcome Met (See Action 2 for details)
Maintain suspension rates: <1%	2017-18: 0.2%
Maintain expulsion rates: <1%	2017-18: 0%
Administer Facility Inspection Tool (FIT): Score Good or Better	2018-19 FIT Tool: Good (for both sites)
Increase parent participation rate on parent survey to 71%	2018-19: Participation Rate 88% <ul style="list-style-type: none"> • 79% stated their child had a sense of belonging at the school • 70% stated they had visited the school. • 17% stated they had been involved in a parent group.
Increase student participation rate on student survey to >90%	2018-19: Participation Rate: 100% (52 respondents in Grade 5)

Expected

Actual

Sense of Belonging (School Connectedness)- Panorama Survey

- 62% feel close to people at school most/all of the time.
- 73% are happy to be at this school most/all of the time.
- 65% feel they are part of this school most/all of the time.

School Safety/Climate of Academic Learning – Panorama Survey

- 56% feel safe at school most/all of the time.
- 77% stated that other kids do not tease them about their body image.
- 79% stated teachers give students opportunities to take part in classroom discussions or activities most/all of the time.
- 75% stated that adults at the school encourage them to work hard in order to be successful most/all of the time.

2018-19: Participation Rate: 92% (83 respondents in Grades 6-8)

Sense of Belonging (School Connectedness)- Panorama Survey

- 66% feel close to people at school most/all of the time.
- 49% are happy to be at this school most/all of the time.
- 53% feel they are part of this school most/all of the time.

School Safety/Climate of Academic Learning – Panorama Survey

- 60% feel safe at school most/all of the time.
- 65% stated that other kids have not teased them about their body image or how they speak.
- 48% stated that the adults at the school encourage them to

Expected

Actual

work hard in order to be successful in college or the job they choose most/all of the time.

- 74% stated teachers give students opportunities to take part in classroom discussions or activities most/all of the time.

Increase participation rate on staff survey to >90%

2018-19: Participation Rate 97% (29 respondents) – Teacher Survey

- 82% stated that their school leaders have encouraged them to engage in learning around diversity, equity and inclusion.
- 64% stated that their school is a good place to teach and learn.
- 75% stated that teachers at the school actively work to establish positive, trusting relationships with students’ families.

Actions / Services

Action 1

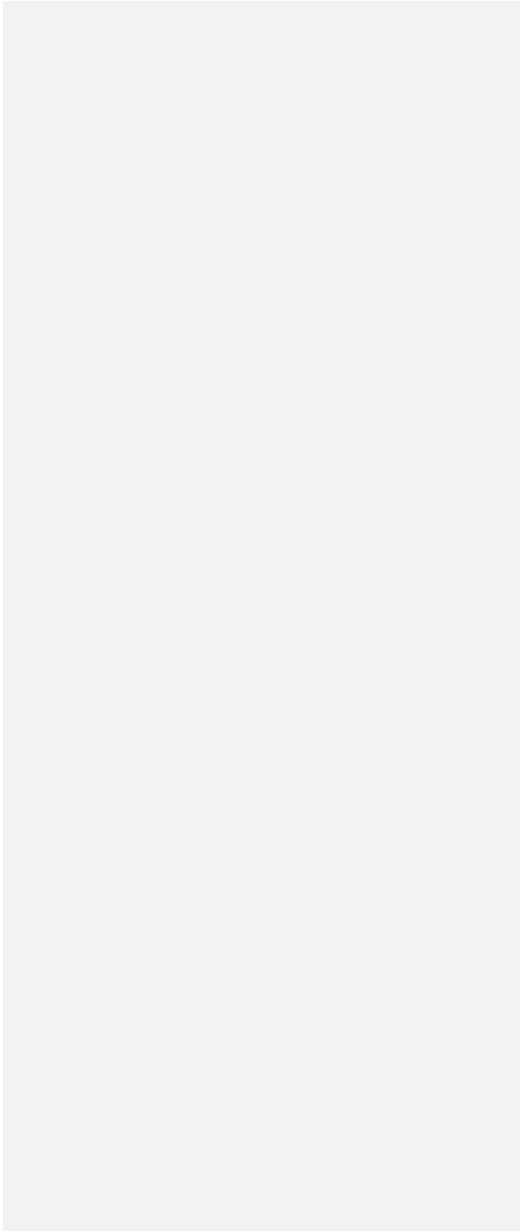
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL</u></p> <p>Yu Ming Charter School will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.</p> <ul style="list-style-type: none"> • Review/revise Comprehensive School Safety Plan <ul style="list-style-type: none"> ○ Monthly drills including active shooter • Supervision schedule and staff • Social Emotional Learning and Positive Behavior Coaching <ul style="list-style-type: none"> ○ Responsive Classroom training and coaching for teachers (K-2) ○ Responsive Classroom practices (i.e. morning meetings and rituals in all classrooms) (K-2) ○ Toolbox/Social-Emotional Learning library and 	<p><u>STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL</u></p> <p>Yu Ming Charter School implemented the following actions and services in order to ensure all students were provided with a safe, welcoming and positive learning community.</p> <p>The Leadership Team has reviewed and revised the Comprehensive School Safety Plan including drills and training for staff.</p> <p>Social emotional learning curriculum was purchased and implemented that focused on:</p> <ul style="list-style-type: none"> • Responsive Classroom training and coaching for teachers (K-2) • Responsive Classroom practices (i.e. morning meetings and rituals in all classrooms) (K-2) • Toolbox/Social-Emotional Learning library and lessons (K-5) • Diversity and Inclusion library 	<p>\$2,000, Staff time accounted for in Goal 1</p> <p>LCFF Base, MTSS</p> <p>4000s, 5000s</p>	<p>See Goal 1</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> lessons (K-5) <ul style="list-style-type: none"> o Diversity and Inclusion library and lessons (K-5) • Community Meetings with grade cluster “families” to reinforce expectations and celebrate school rituals, culture, and SEL lessons <ul style="list-style-type: none"> o K-2 (bi-weekly) o Grades 3-5 (bi-weekly) o Grades 6-8 (bi-weekly) • Compass Circle protocols practiced in Grades 3-8 • Middle School Advisories (G6-8) daily including 1-on-1 Mentoring, Habits of Success dispositions, Compass SEL curriculum lessons • Development of student leadership structure that supports middle school students to take leadership at the upper school campus • Student Leadership role is to promote positive school culture (4-8) 	<ul style="list-style-type: none"> and lessons (K-5) <ul style="list-style-type: none"> • Community meetings with grade level cluster “families” took place to reinforce expectations. • Compass Badgework and Circle protocols took place weekly in all classrooms K-8. • The Middle School Advisory program provides mentoring development in Habits of Success and Compass SEL curriculum. • The student leadership played a role in promoting a positive school climate. 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:</u> Yu Ming Charter School provides (or will provide) the following opportunities to engage parents as partners in their child's education. They include</p> <ul style="list-style-type: none"> • Family Liaison: for underrepresented students (focus racial and socio-economic recruitment and retention) • Volunteer opportunities (i.e. Room Parents, Family Support Organization Committees, Classroom Volunteers, Lunch Volunteers, etc.) • Family workshops including: <ul style="list-style-type: none"> ○ Social-Emotional Learning at Yu Ming ○ Chinese Immersion Learning support ○ Computer literacy and technology support ○ Positive parenting strategies • Back to School Night • Parent/teacher conferences 	<p><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:</u> Yu Ming Charter School provided numerous opportunities to engage parents and promote participation.</p> <p>The Family Liaison specifically works with under-represented students with a focus on socio-economic recruitment and retention.</p> <p>Numerous volunteer opportunities are available to parents.</p> <p>Family workshops took place this year on SEL, Chinese Immersion, supporting Common Core science and math at home, and positive parenting strategies.</p> <p>Our school hosted numerous schoolwide events to encourage and promote parent participation. (all events listed on the left column took place)</p> <p>Parent survey was administered to obtain input and feedback on our school's program.</p>	<p>\$26,585 LCFF Base, Local Revenue Sources 2000s, 3000s</p>	<p>\$24,500 LCFF Base, Local Revenue Sources 2000s, 3000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(October and March) <ul style="list-style-type: none"> • Family survey (annual) • Family Coffees with Head of School and Directors • Family Support Organization General Meetings • Family Support Organization Council Meetings • Equity Design Team (multi-stakeholder (board, ED, Parents) group supporting school family, and student diversity and inclusion work) • Exhibitions of Learning with student presentations of projects • School events (i.e. Lunar New Year, Music concerts, Art Shows) 			



Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS</u></p> <ul style="list-style-type: none"> Partnership with Taipei Economic and Cultural Office, which provides Chinese interns. 	<p><u>PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS</u></p> <p>Yu Ming Charter School continues to partner with Taipei Economic & Cultural Office that provides interns for our school.</p>	<p>\$0</p>	<p>\$0</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PARENT INPUT IN DECISION-MAKING</u></p> <p>At Yu Ming Charter School, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> Family Support Organization: meetings take place every other month Family Support Council: Monthly English Language Advisory Committee: If serving 21+ EL students. Annual Family Survey Governing Board 	<p><u>PARENT INPUT IN DECISION-MAKING</u></p> <p>Yu Ming provides families with opportunities to provide input in decision-making, they include:</p> <ul style="list-style-type: none"> Family Support Organization Family Support Organization (FSO) Council ELAC Family survey Family member on the school's board. 	<p>Family liaison and staff time accounted for above. (Goal 3, Action 1)</p>	<p>See Goal 3, Actions 1 and 2</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFE Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented with fidelity to support goal #3.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All actions were effective in communicating and educating parents on our school's program and how to support their child. Parent input in decision-making has taken place through various venues.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes will be made.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Yu Ming Charter School has engaged and involved stakeholders in the 2018-19 LCAP Annual Update, and development of the 2019-20 LCAP Goals, Actions & Services. The school's Administrative Team met with school staff (including teachers, SPED Teachers, EL Specialist, Paraprofessionals, classified), parents (including ELAC, Family Support Organization, Family-Student Council), students and school committees to discuss and plan the needs of our students. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, as well as maximizing resource allocation.

DATE(S)	STAKEHOLDER TYPE	TOPIC(S) DISCUSSED	METHOD OF INVOLVEMENT
August 1-10, 2019	Staff	All LCAP Goals/Actions & Services	Beginning of Year Staff Development & Planning
August 23, 2018 August 30, 2018	Parents	LCAP Goal #1: School Staffing (Actions 1, 3, 6, 8); Goal #3: Family Engagement (Actions 1, 2)	Back to School Night Upper School Back to School Night Lower School
August 27, 2018 October 15, 2018 November 14, 2018 December 17, 2018 January 14, 2019 February 5, 2019 March 11, 2019 April 22, 2019 May 13, 2019	Parents	All LCAP Goals/Actions & Services LCAP Goal #1, LCAP Goal #2, Goal #3 Family Engagement (Action 2)	Family Support Organization (FSO) Council Meeting
September 20, 2018 March 21, 2019 May 13, 2019	Parents	Mandarin Learning Support Night LCAP & Yu Ming Strategic Plan; Supporting Your Children to Engage in Science & Math in the Era of Common Core Family Survey, LCAP, and Yu Ming Strategic Plan; Parenting with Positive Discipline	Family Support Organization (FSO) General Meeting

DATE(S)	STAKEHOLDER TYPE	TOPIC(S) DISCUSSED	METHOD OF INVOLVEMENT
September 6, 13, 14, 25, 2018 October 22, 24, 2018 November 13, 20, 2018 December 18, 2018 December 19, 2018 January 16, 24, 2019 April 18, 24 2019 May 2, 16, 2019 June 7, 10, 2019	Parents	Strategic Plan, Annual School Goals, LCAP Goals School Safety & School Climate Supporting academic growth at home Diversity, Gender and Children: Safe and Inclusive Schools for All Students Middle School Program and preparation for high school and beyond Yu Ming's student support programs and meeting the needs of all students Standardized assessments; Strategic Plan; LCAP Goals Family Survey, LCAP, and Yu Ming Strategic Plan	Family Coffees with Head of School and Directors
October 18, 2018 December 13, 2018 January 24, 2019 March 7, 2019 May 16, 2019	Governing Board	Strategic Plan; Annual School Goals including all LCAP Goals	Board Meeting
March 6, 2019	Board & Community	Annual School Goals including all LCAP Goals	Board Education Committee
August 6, 2018 September 12, 2018 September 26, 2018 March 28, 2019 May 22, 2019	Board & Community	Annual School Goals; LCAP Goal #1 Facilities (Action 5)	Board Facilities Committee
Biweekly Meetings for grade clusters: K-2, G3-5, G6-8	Students	School safety and school culture	Community Meetings
Weekly on Friday afternoons	Staff	Annual School Goals including all LCAP Goals	All Staff Professional Learning
Weekly 90 minutes by grades or departments	Staff	Annual School Goals including all LCAP Goals	Grade Level or Department Professional Learning Communities
November 27, 2018 December 18, 2018 January 15, 2019 March 19, 2019	Board, Parents, Staff	Diversity, equity, and inclusion at Yu Ming; all LCAP Goals	Multi-stakeholder meeting

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Several engagements in both in-person and survey formats with our various stakeholders (staff, teachers, parents, students, and board) impacted our LCAP actions, services, and investments. In an effort to build even greater feelings of belonging and school fit we will continue to strengthen our model and programs to excellently serve all learners (e.g. English Learners, Socio-economically Disadvantaged, Students with Disabilities) by improving our data sharing platform and dashboard for academic and behavior data with all teaching staff. We will also continue to strengthen teacher proficiency in culturally responsive teaching practices through targeted professional learning and coaching that prioritize universal design for learning, highly engaging lessons and relationship based practices. A special focus of our Friday professional learning time for our teacher team will also be on making further investments of professional training and curricular resources to developing a strong foundation for literacy instructional practices in Kindergarten to Grade 5 in both English and Chinese academic programs with more aligned English curricular content (e.g. Calkins Units of Study Reading and Writing) and instructional practices along with aligned Chinese instructional practices (e.g. high-interest accessible books at accurate levels, increasing text complexity, explicit instruction of skills and strategies, assessment based instruction, etc.)

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Continue to develop an infrastructure for ongoing analysis of multiple forms of data including student demographic and achievement data in order to: inform instructional decisions; tailor research-based intervention programs; further develop the RTI/SST (MTSS) to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources; and develop clear policies and protocols that support the school's mission and goals.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7, 8

Local Priorities: 7

Identified Need:

There is a need to continue to improve student academic outcomes as measured by CAASPP for all student groups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase CAASPP ELA distance from Level (DFL) 3	+78.7 DFL3	+96.2 points	+98 points	+100 points

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Scale Scores by 2 points (Mean Scale Score).		above DFS	above DFS	above DFS
Increase CAASPP Math distance from Level (DFL) 3 Scale Scores by 2 points (Mean Scale Score).	+58.6 DFL3	+96.2 points above DFS	+98 points above DFS	+100 points above DFS
Maintain attendance rates >96%	97.3%	98%	>96%	>96%
Decrease Chronic Absenteeism rates: <2%	4.2%	2.3%	<2%	<2%
Maintain Middle School Dropout Rates <1%	0%	0.3%	<1%	<1%
% Students including Unduplicated Pupils & Students with Disabilities that have access to and enroll in a broad course of study:	100%	100%	100%	100%
Increase % of Grade 5 students who meet all 6 areas in the HFZ on the PFT.	82%	61.4%	62%	63%
Increase % of Grade 7 students who meet all 6 areas in the HFZ on the PFT.	NA	64.3%	65.3%	66.3%
CA Science Test: Grade 5	N/A	N/A	Results pending	Will develop annual growth targets once baseline results are reported.
CA Science Test: Grade 8	N/A	N/A	Results pending	Will develop annual growth targets once baseline results are reported.

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

STAFF TO SUPPORT SCHOOL'S PROGRAM

2018-19 Actions/Services

STAFF TO SUPPORT SCHOOL'S BASE PROGRAM

2019-20 Actions/Services

STAFF TO SUPPORT SCHOOL'S BASE PROGRAM
Yu Ming Charter School will employ **25 teachers**

2017-18 Actions/Services

Yu Ming Charter School will employ the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.

1. 22 Classroom Teachers that are appropriately credentialed and assigned.
2. 3 Enrichment Instructors: Art, Music, PE
3. 8 Instructional Assistants
4. Leadership Team: in charge of meeting weekly to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to:
 - Head of School
 - Director of Upper School: Principal of Grades 4-7
 - Director of Lower School: Principal of Grades K-3
 - Director Student Support Services:

2018-19 Actions/Services

Yu Ming Charter School will employ **24 appropriately credentialed teachers** and a **Director for Lower School (K-2); and Director for the Upper School: (3-8)** as part of the school's base program.

2019-20 Actions/Services

who are appropriately credentialed and assigned, a **Principal for K-8** as part of the school's base program.

Yu Ming Charter School provided all students with a longer school day, and longer school year, which included an additional 10 instructional days; 21,440 additional instructional minutes for Kindergarten; 7,880 for grades 1-3; and 4,280 for grades 4-8, as evidenced in the following chart, which exceed the CA State requirements.

INSTRUCTIONAL TIME REQUIREMENTS				
	DAYS	K	1-3	4-8
CA REQUIRED:	175	36,000	50,400	54,000
YU MING	185	57,440	58,280	58,280
DIFFERENCE	+10	+21440	+7880	+4,280

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>SPED, MTSS, Data Management</p> <p>5. Classified staff: cover both school sites</p> <ul style="list-style-type: none">• Business Manager: HR, CALPADS, Attendance, etc.• Operations Coordinator: Enrollment, Registration• Health Services Coordinator• After School Program Coordinator• Family Liaison• Janitorial Staff (1 FTE)• Lunch/playground Supervision staff (2 PTE) <p>6. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP:</p> <ul style="list-style-type: none">• Special Education Coordinator• Educational Specialist• Instructional Assistant• School Psychologist• Speech Pathologist• School Counselor• Special Education Contractors (i.e. Occupational Therapist)		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$1,317,868 2. \$124,500 3. \$339,645 4. \$423,411 5. \$280,159 6. \$235,895 Total Benefits \$504,365	\$1,751,294	\$2,179,450
Source	LCFF Base	LCFF BASE	LCFF Base
Budget Reference	1. 1100, 1103 2. 1100 3. 1300 4. 2100 (except 2103) 5. 1148, 1300, 2103 6. 1148, 1300, 2100, 5869 Total Benefits 3000	1000s, 3000s	1000s, 3000s

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

ASSESSMENTS

1. Yu Ming Charter School staff will implement multiple types of assessments in order to monitor each student's:

2018-19 Actions/Services

ASSESSMENTS

Yu Ming Charter School staff will continue to implement multiple types of assessments, in order to monitor each student's: academic

2019-20 Actions/Services

ASSESSMENTS

Yu Ming Charter School staff will implement multiple types of assessments in order to monitor each student's academic progress; identify their strengths and needs in order to

2017-18 Actions/Services

academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- NWEA MAP ELA & MATH: Grades 5-7
- ELA Fountas & Pinnell (Reading): Grades K-7
- CLA Leveled Chinese (Reading): Grades K-7
- CLA Listening, Speaking, Reading (Early Language Listening & Oral proficiency (ELLOPA): Grades K-2
- CLA Listening, Speaking, Reading STAMP 4Se: Grades 3-7
- Spring Presentation of Learning: Grades K-7
- Learning Headquarter writing assessment in Chinese and English: Grades K-7

2. In addition, Yu Ming Charter School students will also participate in the following state-mandated assessments:

- CAASPP ELA & Math: Grades 3-7
- CELDT: Initial only
- ELPAC: ELL students only
- CA Science Test (CAST): Grades 5
- Physical Fitness Test (PFT): Grades 5,7

2018-19 Actions/Services

progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- NWEA MAP ELA & Math: Grades 6-8
- Fountas & Pinnell: K-8
- CLA Leveled Chinese (Reading): Grades K-8
- CLA Listening, Speaking, (Early Language Listening & Oral proficiency (ELLOPA): Grades K-1
- CLA Listening, Speaking, Reading, Writing, STAMP 4Se: Grades 2, 4, 6
- CLA Listening, Speaking, Reading, Writing, STAMP 4s: Grade 8
- Spring Presentation of Learning: Grades K-8
- Learning Headquarter writing assessment in Chinese and English: Grades K-8

In addition, YMCS will administer the following state-mandated assessments:

- ELPAC: Initial & Summative for ELL
- CAASPP: ELA & Math – Grades 3-8
- CA Science Test: Grades 5 & 8
- Physical Fitness Test: Grades 5 & 7

2019-20 Actions/Services

modify instruction; and identify the type of academic intervention needed.

- Fountas & Pinnell: K-8
- CLA Leveled Chinese (Reading): Grades K-8
- CLA Listening, Speaking, Reading, Writing, STAMP 4Se: Grades 2, 4, 6
- CLA Listening, Speaking, Reading, Writing, STAMP 4s: Grade 8
- Spring Presentation of Learning: Grades K-8
- Learning Headquarter writing assessment in Chinese and English: Grades K-8

In addition, YMCS will administer the following state-mandated assessments:

- ELPAC: Initial & Summative for ELL
- CAASPP: ELA & Math – Grades 3-8
- CA Science Test: Grades 5 & 8
- Physical Fitness Test: Grades 5 & 7

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$16,000	\$16,350
Source	LCFF Base	Lottery	LCFF Base
Budget Reference	5878	4000s	4000s

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Yu Ming Charter School will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. Yu Ming Charter School **Coordinator of Student Support Services** will be designing and formalizing the MTSS Process. Plans to modify existing data cycles from 3 times/year to 4 times/year; in order to provide targeted academic and social interventions and support. MTSS Process will be initiated in Fall 2017, combining SST and RTI into this formalized program.

- The **EL Coordinator** and **2 Instructional Assistants** will assist classroom teachers in providing academic intervention and supports for unduplicated pupils.

2018-19 Actions/Services

Yu Ming Charter School will continue to align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps. The following staff will provide intervention services during the school day:

- **Chinese Intervention Teacher**
- **English Intervention Teacher**
- **Chinese Intervention Assistant**
- **English Intervention Assistant**
- **6 Instructional Assistants that will be placed in classrooms**

Yu Ming Charter School will provide **BOOST after-school academic tutoring** for struggling students led by credentialed teachers and Instructional Assistants, **daily for 30 minutes**. Each day will focus on a different subject. The after school program will employ:

- **Upper School Extended Care Program Manager**
- **Lower School Extended Care Program Manager**

2019-20 Actions/Services

Yu Ming Charter School will continue to align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps. The following staff will provide intervention services during the school day:

- **Chinese Intervention Teacher: Upper School**
- **Chinese Intervention Assistant**
- **English Intervention Assistant: Upper School**
- **Seek 8 Instructional Assistants (Mandarin/English) that will be placed in classrooms (TECO)**

Yu Ming Charter School will provide **BOOST summer and after-school academic tutoring** for struggling students led by credentialed teachers and Instructional Assistants, **daily for 30 minutes**. Each day will focus on a different subject. The after school program will employ:

- **Upper School Extended Care Program Manager**
- **Lower School Extended Care Program Manager**

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$112,500	\$193,496	\$272,055
Source	LCFF S&C	\$125,000 LCFF S/C, Remainder LCFF Base	\$138,854 LCFF S/C, Remainder LCFF Base
Budget Reference	2100, 5814	1000s, 2000s, 3000s	1000s, 2000s, 3000s

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

STRATEGIC PLANNING

- Leadership team will collaborate with Governing Board and stakeholders in developing a schoolwide action plan

2018-19 Actions/Services

STRATEGIC PLANNING:

- Leadership team will collaborate with Governing Board and stakeholders in developing a schoolwide action plan that is data-driven, with benchmarks

2019-20 Actions/Services

This action was eliminated

2017-18 Actions/Services

that is data-driven, with benchmarks dates that is reported and revised annually.

- 2. Leadership Team will address monthly growth targets/benchmarks outlined in the Action Plan.

2018-19 Actions/Services

dates that is reported and revised annually.

- Leadership Team will address monthly growth targets/benchmarks outlined in the Action Plan.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	Directors accounted for in Action 1. \$139,510	N/A
Source	Staff Salaries, See Goal 1 Action 1	LCFF Base	
Budget Reference	Staff Salaries, See Goal 1 Action 1	1000s, 3000s	

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

FACILITIES

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program:

1. Annual facility leasing cost for both school sites.
2. Costs for facility upgrades and/or expansion, maintenance/repairs.
3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.
4. Costs for facilities consultant to project manage paths for facility expansion; and acquiring facility sites.

FACILITIES:

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program:

- Leasing costs for 2 facility sites
- Annual FIT Report
- Upgrades, maintenance, repairs may include:
 - Replace broken window frames and install safety film
 - Prop 39e energy efficient upgrades (light fixtures, solar)
 - Remove and replace K-2 playground structure
 - Minor building maintenance projects (i.e. repair benches,

FACILITIES

Yu Ming Charter School will provide all students and staff with a safe, clean and functioning facility sites as measured by the Facility Inspection Tool (FIT). In addition, our school currently **leases** both school sites. Expenses include **maintenance, repairs, and janitorial services.**

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$529,785	\$656,396	\$605,150
Source	LCFF Base	SB740, Prop 39 Clean Energy, LCFF	SB740, LCFF Base

Year	2017-18	2018-19	2019-20
		Base	
Budget Reference	5500, 5610, 5615, 5821, 5910	5000s, 6000s	5000s, 6000s

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

COURSE ACCESS:

In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a

2018-19 Actions/Services

COURSE ACCESS – COURSES BEYOND CORE OFFERED TO ALL STUDENTS:

In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a

2019-20 Actions/Services

COURSE ACCESS – COURSES BEYOND CORE OFFERED TO ALL STUDENTS:

In order to prepare all students for the careers of the 21st century, it is critical that our school provide all students including

2017-18 Actions/Services

broad course of study beyond core subjects to include:

- K-8 (ES/MS): Visual & Performing Arts, Choral & Instrumental Music
- 6-8 (MS): Drama (Chinese); Design Lab (English/Chinese); PE, Journalism (Chinese); Chinese History and Geography (Chinese); Spanish, Musical Instruments, Yearbook, Coding, Art, Student Life Inquiry, and Spanish.

2018-19 Actions/Services

broad course of study beyond core subjects to include:

- K-8 (ES/MS): Visual & Performing Arts, Choral & Instrumental Music, Physical Education
- Grade 5: Design Lab
- Grades 6-8 (MS): Design Lab; Journalism (Chinese); Contemporary China (Chinese); Spanish, Musical Instruments, Yearbook, Coding, Art, Student-led Inquiry (English & Chinese)
- Enrichment Instructors (Art, Music, P.E.): 3.5

2019-20 Actions/Services

Unduplicated Pupils and Students with Disabilities with access to a broad course of study beyond core subjects to include:

- K-8 (ES/MS): Visual & Performing Arts, Choral & Instrumental Music, Physical Education
- Grade 5: Design Lab
- Grades 6-8 (MS): Design Lab; Journalism (Chinese); Service Learning (Chinese), Contemporary China (Chinese); Spanish, Musical Instruments, Coding, Art, Student-led Inquiry
- Enrichment Instructors (Art, Music, P.E.): 3.5

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$155,167	\$169,890
Source	Staff Salaries, See Goal 1 Action 1	LCFF Base, Local Revenue Sources	LCFF Base, Local Revenue Sources
Budget Reference	Staff Salaries, See Goal 1 Action 1	1000s, 3000s, 4000s	1000s, 3000s, 4000s

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Modified (Action 3)

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

2019-20 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

2017-18 Actions/Services

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2018-19 Actions/Services

<p>Upon a review and analysis of our school’s student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students.</p> <p>Yu Ming will employ the following staff to support the social-emotional needs and PBIS program:</p> <ul style="list-style-type: none"> • Dean of Students and Instruction (K-2) – coaches teachers on addressing positive student behavior and behavioral challenges. • Behavior Specialist (K-2): push-in support, working with teachers, develop behavior plans tier 1 for students w/o IEP, works with the Dean (see Goal 1, Action 7) • Health Services Coordinator

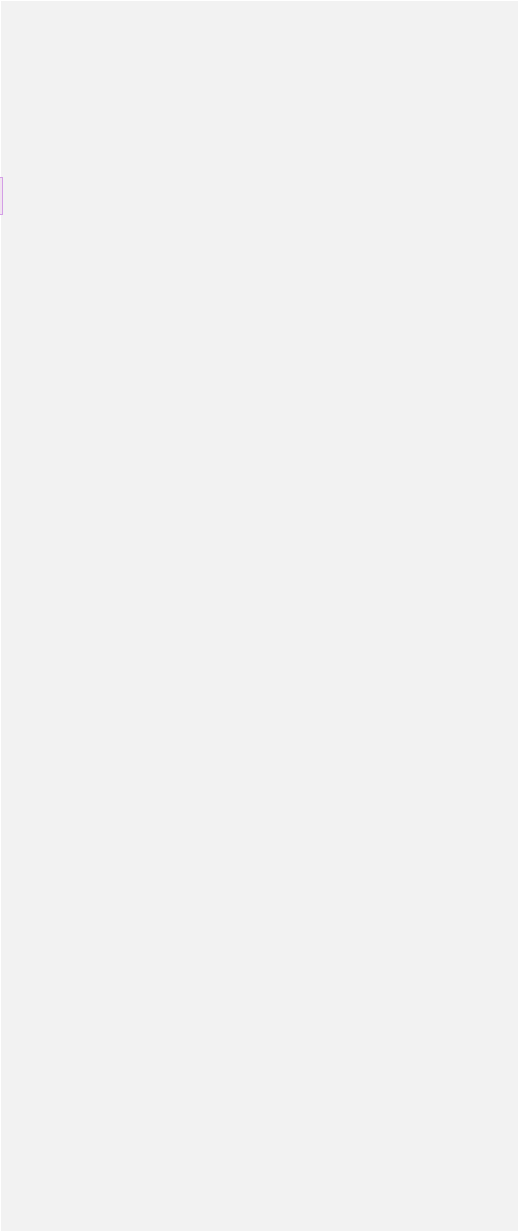
2019-20 Actions/Services

<p>Upon a review and analysis of our school’s student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students.</p> <p>Yu Ming will employ the following staff to support the social-emotional needs and PBIS program within our Multi-Tiered System of Support (MTSS) Framework:</p> <ul style="list-style-type: none"> • Assistant Principal (K-2) & Assistant Principal (G3-8) – coaches teachers on addressing positive student behavior and behavioral challenges. • Behavior Specialist (K-2): push-in support, working with teachers, develop behavior plans tier 1 for students w/o IEP, works with the Dean (see Goal 1, Action 7) • Health Services Coordinator
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$182,024	\$206,550
Source		LCFF Base	LCFF Base
Budget		1000s, 2000s, 3000s	1000s, 2000s, 3000s

Year	2017-18	2018-19	2019-20
Reference			



Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

2018-19 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS: El Dorado SELPA

2019-20 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE SWD:
El Dorado Charter SELPA is Yu Ming's Charter School's SELPA Provider. The

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

SPED Team: to provide instructional and social emotional supports as outlined in the student's IEP:

- **Director of Special Education**
- **Educational Specialist (2)**
- **Instructional Assistant**
- **Behavior Aide**
- **Speech Pathologist**
- **Counselor**
- **Behavior Aides (2)**
- **Contracted Services: Occupational Therapist, Board-Certified Behavior Analyst, School Psychologist**

Principal (K-8) and (2) AP supported by a Special Education Consultant and Education Specialists will be responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, **staffing and contracted services**. Yu Ming Charter School's program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff.

Yu Ming Charter School's Principal and Director of Curriculum and Instruction supported by a Special Education Consultant will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into

Commented [1]: Brian – Sue eliminated the SPED Coordinator position.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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high quality rigorous instruction for students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$302,557	\$333,235
Source		1000s, 2000s, 3000s, 5000s	1000s, 2000s, 3000s, 5000s
Budget Reference		SPED, LCFF Base	SPED, LCFF Base

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Provide all students with high quality instruction, a rigorous standards-aligned curriculum in a Chinese immersion educational program through student-centered/student driven learning experiences that will prepare all students to strive/excel as biliterate critical thinkers, problem solvers, community minded, diligent and independent learners, and innovators in an ever-changing Global world.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities:

Identified Need:

As part of our school's ongoing schoolwide improvement cycle, there is a need to continue to provide a high quality Chinese immersion educational program. There is also a need to continue to support the academic needs of all EL's towards reclassification.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% Students with access to standards-aligned instructional materials:	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																																																
Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.	<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>3</td> </tr> <tr> <td>ELD</td> <td>3</td> </tr> <tr> <td>MATH</td> <td>4</td> </tr> <tr> <td>NGSS</td> <td>3</td> </tr> <tr> <td>HISTORY</td> <td>3</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2016-17	ELA	3	ELD	3	MATH	4	NGSS	3	HISTORY	3	<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>3</td> </tr> <tr> <td>ELD</td> <td>3</td> </tr> <tr> <td>MATH</td> <td>4</td> </tr> <tr> <td>NGSS</td> <td>3</td> </tr> <tr> <td>HISTORY</td> <td>3</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2016-17	ELA	3	ELD	3	MATH	4	NGSS	3	HISTORY	3	<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>4</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>MATH</td> <td>4</td> </tr> <tr> <td>NGSS</td> <td>3</td> </tr> <tr> <td>HISTORY</td> <td>2</td> </tr> <tr> <td>PE</td> <td>3</td> </tr> <tr> <td>WORLD LANG.</td> <td>5</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2018-19	ELA	4	ELD	4	MATH	4	NGSS	3	HISTORY	2	PE	3	WORLD LANG.	5	<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>4</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>MATH</td> <td>4</td> </tr> <tr> <td>NGSS</td> <td>3</td> </tr> <tr> <td>HISTORY</td> <td>3</td> </tr> <tr> <td>PE</td> <td>3</td> </tr> <tr> <td>WORLD LANG.</td> <td>5</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2019-20	ELA	4	ELD	4	MATH	4	NGSS	3	HISTORY	3	PE	3	WORLD LANG.	5
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WORLD LANG.	5																																																																			
% Teachers who are appropriately credentialed and assigned.	100%	100%	100%	100%																																																																
% EL who progress in EL Proficiency:	69%	55.6%	56.6%	57.6%																																																																
Increase English Learner reclassification rate:	31%	20.8% CELDT	57.1% ELPAC	58% ELPAC																																																																

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

PROFESSIONAL DEVELOPMENT

1. In order to provide all students with a

2018-19 Actions/Services

PROFESSIONAL DEVELOPMENT TO BE

PROVIDED:

In order to provide all students with a high

2019-20 Actions/Services

PROFESSIONAL DEVELOPMENT

Yu Ming Charter School will provide all teachers with evidence based professional

2017-18 Actions/Services

high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:

- CCSS ELA, Chinese Language Arts (CLA)
- Immersion Balanced Literacy
- Project-based Learning (PBL)
- Data Cycles of inquiry
- MTSS
- Diversity & Inclusion
- Social-emotional Learning
- Personalized and Differentiated Instruction

2. Professional development for all teachers will take place during the academic year, as follows:

- 5 Days of Pre-Service Staff Development (i.e. Team building, Positive classroom and school culture, Immersion Balanced Literacy)
- 1 Non-instructional day for Staff Development (i.e. Understanding by Design and Project Based Learning, Culturally Responsive Teaching)

2018-19 Actions/Services

quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:

- CCSS ELA, Chinese Language Arts (CLA)
- Immersion Balanced Literacy: Readers and Writers Workshop
- Project-based Learning (PBL)
- Data Cycles of inquiry
- Multi-Tiered System of Support (MTSS)
- Culturally Responsive Teaching, Diversity & Inclusion
- Social-Emotional Learning (i.e. Compass, Responsive Classroom, Toolbox)
- Personalized and Differentiated Instruction
- Science and Social Studies Instruction

Professional development for all teachers will take place during the academic year, as follows:

- 8 Days of Pre-Service Staff

2019-20 Actions/Services

development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Topics of focus will include:

- CCSS ELA, Chinese Language Arts (CLA)
- Immersion Balanced Literacy: Readers and Writers Workshop
- Project-based Learning (PBL)
- Data Cycles of inquiry
- Multi-Tiered System of Support (MTSS)
- Culturally Responsive Teaching, Diversity & Inclusion
- Social-Emotional Learning (i.e. Compass, Responsive Classroom, Toolbox)
- Personalized and Differentiated Instruction
- Science Instruction

The **Director of Curriculum & Instruction** will provide an instructional coaching structure, conduct classroom walkthroughs and provide feedback.

Professional development for all teachers will take place during the academic year, as follows:

- 8 Days of Pre-Service Staff Development

2017-18 Actions/Services

- Weekly Friday Afternoon (1:30-4:00pm) Staff Development (i.e. Oracy, Readers and Writers Workshop, Curriculum Mapping, Data Cycles of Inquiry, PBIS)
- Lower School Weekly (90 mins) Grade Level Professional Learning Communities (i.e. Data Cycles of Inquiry, Summit Learning Units, Data-Driven Instructional Planning, RTI)
- Upper School Daily Common Planning (30-60 mins) Time (i.e. Developing Units of Inquiry, Assessment, Effective Mentorship and Advisory, RTI)

3. Members of our teaching staff and/or Leadership team plan to attend in the following conferences:

- Responsive Classroom
- Learning Headquarters
- National Chinese Language Conference
- CA. Charter Schools Conference
- Summit Basecamp Training
- Relay GSE Leverage Leadership

2018-19 Actions/Services

- Development
- 1 Non-instructional day for Staff Development
 - Weekly Friday Staff Development
 - Weekly Grade Level Professional Learning Communities
 - Middle School Advisor Collaboration Time

Members of our teaching staff and/or Leadership team plan to attend in the following conferences:

- MTSS Training
- Responsive Classroom
- Learning Headquarters
- National Chinese Language Conference
- CA. Charter Schools Conference
- Summit Basecamp Training
- UnboundEd Standards Institute
- PBL World: Buck Institute
- Relay GSE Leverage Leadership
- Compass SEL Framework
- Wilson reading intervention
- National Equity Project, Coaching for Equity
- El Dorado SELPA Teacher Academy

2019-20 Actions/Services

- 2 Non-instructional days for Staff Development
- Weekly Friday Staff Development
- Weekly Grade Level & Department Professional Learning Communities
- Middle School Advisor Collaboration Time

Members of our teaching staff and/or Leadership team plan to attend in the following conferences:

- National Chinese Language Conference (5-6)
- CA. Charter Schools Conference (2)
- Summit Basecamp Training (6) Free
- Compass SEL Framework (4)
- El Dorado SELPA Teacher Academy (2)
- Early Childhood Chinese Immersion Forum (5-6)
- Stanford World Language Project (1-2)
- Crisis Prevention Intervention
- UnboundEd Standards Institute (3)
- Teachers College Summer Reading Institute (3)
- Exploring Project-Based Language Learning (2)
- Transcend School Design (4)
- Diverse Charter School Coalition (2)

2017-18 Actions/Services

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2018-19 Actions/Services

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2019-20 Actions/Services

<ul style="list-style-type: none"> • ACTFL Oral Proficiency Interview (OPI) Winter Institute (1) • Stanford World Language Project Seminar (2)
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$43,046	\$57,000	\$20,000
Source	LCFF Base	MTSS, LCFF Base	LCFF Base
Budget Reference	5200, 5300, 5863, 5864	5000s	5000s

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

ELD PROGRAM

Yu Ming Charter School will review and revise its EL Master Plan to align with the CDE’s recent reclassification guidance; shift

2018-19 Actions/Services

ELD PROGRAM

Yu Ming Charter School will review and revise its EL Master Plan to align with the CDE’s recent reclassification guidance; shift

2019-20 Actions/Services

ELD PROGRAM

Yu Ming Charter School will use ELD Curriculum and supplemental materials in order to ensure that all ELs receive appropriate, adequate and targeted ELD

2017-18 Actions/Services

from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school's EL and CELDT Coordinator (Credentialed teachers) will administer the CELDT, and ELPAC. The principal and teachers will review, analyze and closely monitor the academic progress of all EL students using multiple forms of data from assessments to ensure academic growth in ELA and math using Learning Headquarters Writing Assessments, Fountas & Pinnell, Raz Kids.

2018-19 Actions/Services

from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school's **EL Coordinator** will administer the ELPAC Initial and Summative Assessment. Yu Ming Charter School will employ an **EL teacher** to provide ELD Designated Instruction that will take place approximately for 30 minutes: 2-3 times/week.

The principal and teachers will review, analyze and closely monitor the academic progress of all EL students using multiple forms of data from assessments to ensure academic growth in ELA and math using the intervention programs listed under "curriculum." (Goal 2, Action 3)

2019-20 Actions/Services

designated and integrated instruction. The school's **EL Coordinator** will oversee the administration of the ELPAC Initial and Summative Assessments. Yu Ming Charter School will employ an **EL teacher** to provide ELD Designated Instruction that will take place approximately for 30 minutes: 1-2 times/week.

The principal and teachers will review, analyze and closely monitor the academic progress of all EL students using multiple forms of data from assessments to ensure academic growth in ELA and math using the intervention programs listed under "curriculum." (Goal 2, Action 3)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	Staff Time accounted for in Goal #1, \$3,000	Staff time accounted for in Goal #1, \$4,000

Year	2017-18	2018-19	2019-20
Source	Staff Salaries, See Goal 1 Action 1	LCFF Base	LCFF Base
Budget Reference	Staff Salaries, See Goal 1 Action 1	4000s	4000s

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

CURRICULUM

Every student has access to standards-aligned curriculum. Yu Ming Charter School will purchase the following additional

2018-19 Actions/Services

CORE CURRICULUM TO BE PURCHASED:

Every student has access to standards-aligned curriculum. Yu Ming Charter School will purchase the following standards-aligned curriculum:

2019-20 Actions/Services

CORE CURRICULUM TO BE PURCHASED:

Every student has access to standards-aligned curriculum and instructional materials. Yu Ming Charter School will

2017-18 Actions/Services

standards-aligned curriculum and/or supplemental instructional materials and subscriptions:

- Level Chinese (subscription)
- Joy Reader (subscription)
- Better Immersion Curriculum
- Chinese Leveled texts
- Fountas & Pinnell Leveled Literacy Intervention Programs
- English Leveled texts
- English Non-fiction texts
- English classroom literature books
- Flocabulary (subscription)
- Brain Pop (subscription)
- Headsprout: Reading/Phonics (subscription)
- Raz Kids (subscription)
- English Phonics Hero (subscription)
- Amplify Science Curriculum
- Science Lab Materials
- Zearn Math (subscription)

2018-19 Actions/Services

- **Better Immersion Curriculum**
- **Chinese Leveled texts**
- **Level Chinese (subscription)**
- **Learning Headquarters Writing**
- **Chinese Content books for G8**
- **English Guided Reading books**
- **English Non-fiction texts**
- **English classroom library books**
- **English class novel sets**
- **Content Literature connected to Social Sciences**
- **Science Lab Materials**
- **FOSS kits**
- **Amplify Science Curriculum**
- **Mathematics manipulatives**
- **Physical Education Equipment**
- **Art Materials**

The following is a list of supplemental and/or intervention instructional materials.

- **Joy Reader (subscription)**
- **Reading A to Z (Digital)**
- **Brain Pop (subscription)**
- **Flocabulary (subscription)**
- **Lexia Core5 (subscription)**
- **Raz Kids for K-2 (subscription)**
- **Headsprout for K-1 (subscription)**
- **HeidiSongs Sight Words for K-2**

2019-20 Actions/Services

purchase the following curriculum:

- **Better Immersion Curriculum**
- **Chinese Leveled texts**
- **Level Chinese (subscription)**
- **Chinese Content books for a new G2 section**
- **Units of Study Reading (K-5)**
- **English Guided Reading books**
- **English Non-fiction texts**
- **English classroom library books**
- **English class novel sets**
- **Science Lab Materials**
- **Amplify Science Curriculum**
- **Mathematics manipulatives**
- **Mathematics student workbooks**
- **Physical Education Equipment**
- **Art Materials**

The following is a list of supplemental and/or intervention instructional materials.

- **Joy Reader (Digital subscription)**
- **Fountas & Pinnell Leveled Literacy Intervention**
- **Reading A to Z for K-5 (Digital subscription)**
- **Brain Pop (Digital subscription)**
- **Lexia Core5 (Digital subscription)**
- **Raz Kids for K-2 (Digital subscription)**

2017-18 Actions/Services

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2018-19 Actions/Services

<p>(subscription)</p> <ul style="list-style-type: none"> • HeidiSongs Letters for K (subscription) • Vocabulary Spelling City for G3-5 (subscription) • Newsela Pro for G2-8 (subscription) • Zearn Math for K-5 (subscription) • Wilson Language Training • STC Science Kits

2019-20 Actions/Services

<ul style="list-style-type: none"> • HeidiSongs Sight Words for K-2 (Digital subscription) • Vocabulary Spelling City for G3-5 (Digital subscription) • Newsela Pro for G2-8 (Digital subscription)
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$96,856	\$26,000. Some items have no cost associated with them as they are "OER"'s	\$85,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4100, 4320, 4325, 4326, 4335, 4346, 4410, 4420	4000s	4000s

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

TECHNOLOGY

In order to provide all students with access to digital media, our school will implement the following:

2018-19 Actions/Services

TECHNOLOGY

In order to provide all students with access to digital media, our school will implement the following:

2019-20 Actions/Services

TECHNOLOGY

Yu Ming Charter School has successfully implemented a 1:1 student to device ratio in the Middle School. The Principal and IT

2017-18 Actions/Services

1. Purchase the following devices:
Chromebooks / Laptops, replacement technology
2. The Head of School will also develop an annual needs assessment for future purchases and upgrades.
3. Contract IT services for installation, and tech support or employ a PT Technology Specialist.

2018-19 Actions/Services

- **50 Chromebooks**
- **Chromebook Cart (Grade 3)**
- **2 Video Cameras**
- **2 Photo Cameras**
- **10 Teacher iPads**
- **10 iPad Document Camera stands**

2019-20 Actions/Services

- Support will develop an annual needs assessment for purchasing futures technology devices. This year we anticipate the following technology purchases:
- iPads
 - SMART TV
 - Chromebooks
 - Printer

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,300	\$20,000	\$15,000
Source	LCFF Base, Local Revenues	LCFF Base	LCFF Base
Budget Reference	2000, 4420, 5887	4000s	4000s

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

STUDENT ENGAGEMENT

In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or

2018-19 Actions/Services

STUDENT ENGAGEMENT

In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or

2019-20 Actions/Services

This action was eliminated

2017-18 Actions/Services

provide the following:

Elementary School (ES) Program (Grades K-5) will provide:

1. ES students will have access to the after-school enrichment programs: Chess, Chinese Go, Spanish, Hands-on Science, Outdoor education, robotics, and abacus.
2. ES students will participate in at least 2 field trips during the school year.
3. ES students will perform in at least 3 Music Concerts and Art Shows.

The Middle School (MS) Program (Grades 6-7) will provide:

1. MS students will develop their personalized Bilingual Portfolio and oral portfolio as part of graduation requirements, in preparation for high school.
2. MS students will participate in two week-long expeditions that take the classroom outdoors into the community to complete student-selected service projects that integrate the arts or

2018-19 Actions/Services

provide the following:

Elementary School (ES) Program (Grades K-5) will provide:

- ES students will have access to the after-school enrichment programs: Chess, Chinese Go, Spanish, Hands-on Science, Outdoor education, robotics, and abacus.
- ES students will participate in at least 2 field trips during the school year.
- ES students will perform in at least 3 Music Concerts and Art Shows.
- ES students in G4-5 will participate in 2-3 day overnight trips focused on team-building, historical content education environmental education.
- ES students will have access to after-school clubs: Choir, Math Olympiads

The Middle School (MS) Program (Grades 6-8) will provide:

- MS students will have access to the after-school enrichment programs: Chess, Chinese Go, Outdoor Education, etc.
- MS students will have access to the Extended Day Program that will include: Jazz Band, Sports Program

2019-20 Actions/Services

2017-18 Actions/Services

- science.
3. MS students will participate in 3-5 day overnight trips focused on team-building, community service, and/or environmental education.
 4. MS students will participate in student-initiated clubs during lunch-time (ex. cooking club, photography, journalism, etc.).
 5. MS students will have access to the Extended Day Program that will include: Jazz Ensemble (Oaktown Jazz); Musical Instruments; and Sports Program (MSSL).
 6. MS students will perform in Music Concerts and Art Shows.
 7. Yu Ming will develop the following to prepare its students for High School.
 - Articulation with High Schools
 - High School placement counseling
 - Immersion-level Chinese learning pathways

2018-19 Actions/Services

- (MSSL), Choir, Math Olympiads
- MS students will develop their personalized Bilingual Portfolio and oral portfolio as part of graduation requirements, in preparation for high school.
 - MS students will participate in a one week-long expedition intersession that explores the arts, music or sciences.
 - MS students in G6 and 8 will participate in a 4-5 day overnight trip focused on team-building, community service, and/or environmental education.
 - MS students in G7 will participate in a 14 day overnight international study tour in China focused on language & cultural education, Chinese family homestay and community service.
 - MS students will participate in student-initiated clubs during lunch-time (ex. cooking club, photography, journalism, etc.).
 - MS students will perform in Music Concerts and Art Shows.
 - MS students will have access to after-school social engagements with one another and students from other middle schools during school dances.

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<ul style="list-style-type: none"> Yu Ming will develop the following to prepare its students for High School: Articulation with High Schools, Immersion-level Chinese learning pathways, Advisory curriculum and mentoring to support High School transition.

--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0 Staff Salaries, See Goal 1 Action 1 \$14,637 (Art & Music Supplies) \$2,732 (PE Supplies) \$31,000 (Field Trips) \$60,255 (Enrichment Consultants)	\$174,257 + Staff time accounted for in Goal #1	\$0
Source	LCFF Base	LCFF Base, Local Revenue Sources	
Budget Reference	Staff Salaries, See Goal 1 Action 1 4326, 4335, 5830, 5854	4000s, 5000s	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Engage parents, families and community members as partners through education, communication and collaboration in order to provide all students with a safe, welcoming and inclusive, and positive learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: 1 3, 6

Identified Need:

There is a need to continue to engage parents/families and the community through communication and education to support all students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement through input in decision-making via Family Support Organization & Family Support Council.	Met	Met	Met	Met
Parent involvement will include opportunities for participation in programs for unduplicated students.	Met	Met	Met	Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain suspension rates <2%	0.3%	0.2%	<2%	<2%
Maintain expulsion rates <1%	0%	0%	<1%	<1%
Administer Facility Inspection Tool (FIT): Score Good or Better (Both sites)	Exemplary	Good	Good	Good
Increase participation rate on parent survey:	Administered	70%	88%	>85%
Increase participation rate on student survey:	Administered	90%	100% - Gr. 5 92% Gr. 6-8	>90%
Increase participation rate on staff survey:	Administered	100% 26 teachers	97% teachers	>90%

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

SCHOOL CLIMATE & SAFETY
Yu Ming Charter School will implement the

2018-19 Actions/Services

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE

2019-20 Actions/Services

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT, A POSITIVE SCHOOL

2017-18 Actions/Services

following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,

1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.
2. The Leadership Team will develop a supervision schedule that includes supervision of students before/during and after-school.
3. Yu Ming Charter School has implemented Toolbox, a social and emotional learning program that includes self-regulation tools. Teachers will receive PD to support students in the use of these tools.
4. MS: Advisory curriculum includes the Habits of Success. Advisors will meet with students 4 times a week to provide 1-on-1 mentoring to students to ensure growth.

2018-19 Actions/Services

SCHOOL CLIMATE & ENSURE A SAFE SCHOOL

Yu Ming Charter School will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.

- Review/revise Comprehensive School Safety Plan
 - Monthly drills including active shooter
- Supervision schedule and staff
- Social Emotional Learning and Positive Behavior Coaching
 - Responsive Classroom training and coaching for teachers (K-2)
 - Responsive Classroom practices (i.e. morning meetings and rituals in all classrooms) (K-2)
 - Toolbox/Social-Emotional Learning library and lessons (K-5)
 - Diversity and Inclusion library and lessons (K-5)
- Community Meetings with grade cluster "families" to reinforce expectations and celebrate school rituals, culture, and SEL lessons

2019-20 Actions/Services

CLIMATE & PROVIDE SAFE SCHOOL ENVIRONMENT:

Yu Ming Charter School will implement the following:

- Kaboom Installation (Playground)
- Offer after-school enrichment programs
- Host **field trips** aligned to the content standards and provide experiential learning opportunities.
- Host student performances (Lunar New Year performance, music concerts and art showcases)
- Exhibitions of Learning
- Science & Engineering Fair: Grades 3-8
- Provide after-school clubs/organizations
- Students will participate in overnight trips in order to develop community identity and culture.
- Implement and revise the Comprehensive School Safety Plan including annual needs assessment for purchase of **emergency supplies, defibrillator and trainings (CPR)**.
- Administer **student and staff survey** annually

2017-18 Actions/Services

5. ES: New ES teachers will receive Responsive Classroom training.
6. ES: Teachers will continue using CARES as part of Responsive Classroom.
7. ES: In a Responsive Classroom – morning meetings class ritual will be consistently implemented in each classroom.
8. ES: Community Meetings will continue with cross grade families that meet together bi-weekly. During these meetings Toolbox tools will be reinforced and kindness recognized.
9. MS: Community Meetings will continue on a weekly basis. During these meetings, Toolbox tools will be reinforced, student leaders will lead community-building games and Student’s Habits of Success will be recognized.

2018-19 Actions/Services

- K-2 (bi-weekly)
- Grades 3-5 (bi-weekly)
- Grades 6-8 (bi-weekly)
- Compass Circle protocols practiced in Grades 3-8
- Middle School Advisories (G6-8) daily including 1-on-1 Mentoring, Habits of Success dispositions, Compass SEL curriculum lessons
- Development of student leadership structure that supports middle school students to take leadership at the upper school campus
- Student Leadership role is to promote positive school culture (4-8)

2019-20 Actions/Services

- (staff and students) Community Meetings with grade cluster “families” to reinforce expectations and celebrate school rituals, culture, and SEL lessons (ex. LGBTQ, Arabic Heritage, Women’s History, Earth Day, Asian Pacific Heritage, Black History Month)
- Student will participate in student-led conferences (March)
- All students will participate in Scholar Compass Badgework and Circles weekly (K-8)
- All faculty will participate in Faculty Compass Badgework and Circles weekly.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount	\$0	\$2,000, Staff time accounted for in Goal 1	\$155,000
Source	Staff Salaries, See Goal 1 Action 1	LCFF Base, MTSS	LCFF Base, Local Revenue Sources
Budget Reference	Staff Salaries, See Goal 1 Action 1	4000s, 5000s	5000s

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

OPPORTUNITIES FOR PARENT PARTICIPATION

Yu Ming Charter School provides (or will provide) the following opportunities to

2018-19 Actions/Services

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

Yu Ming Charter School provides (or will provide) the following opportunities to

2019-20 Actions/Services

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

Yu Ming Charter School will provide the following opportunities to engage parents as

2017-18 Actions/Services

engage parents as partners in their child's education. They include:

1. Volunteer opportunities during schoolwide events and/or in the classroom assisting teachers. All volunteers will undergo a live-scan and TB testing.
2. Yu Ming Charter School employs a family liaison to facilitate parent meetings, schoolwide events and communicate with parents. Primary role is to target unduplicated students.
3. Parent workshops on the following topics as requested by parents:
 - How to support my child in Chinese Immersion
 - Technology
 - Bilingual Literacy
 - Positive Discipline
 - CAASPP results
4. Parent Teacher Conferences will occur twice in the school year. All parents are required to attend these conferences.
5. An annual parent survey is administered

2018-19 Actions/Services

engage parents as partners in their child's education. They include

- **Family Liaison:** for underrepresented students (focus racial and socio-economic recruitment and retention)
- Volunteer opportunities (i.e. Room Parents, Family Support Organization Committees, Classroom Volunteers, Lunch Volunteers, etc.)
- Family workshops including:
 - Social-Emotional Learning at Yu Ming
 - Chinese Immersion Learning support
 - Computer literacy and technology support
 - Positive parenting strategies
- Back to School Night
- Parent/teacher conferences (October and March)
- Family survey (annual)
- Family Coffees with Head of School and Directors
- Family Support Organization General Meetings
- Family Support Organization Council Meetings
- Equity Design Team (multi-stakeholder (board, ED, Parents))

2019-20 Actions/Services

partners in their child's education. The **Family Liaison** will assist underrepresented students/families (e.g. socio-economically disadvantaged) for student retention and student recruitment.

Yu Ming Charter School will provide families with:

- Volunteer opportunities
- Family Education workshops
- Schoolwide Events: Back-to-school Night, parent-teacher conferences, Science Fair, student-led conferences
- Administer family survey to gather input and feedback on the school's program, school connectedness and sense of safety.
- Family Support Organization General Meetings; Council Meetings
- Equity Design Team (multi-stakeholder (board, ED, Parents) group supporting school family, and student diversity and inclusion work)

2017-18 Actions/Services

to provide the school with feedback.

6. A weekly schoowide newsletter and classroom newsletter

7. The school website and social media is updated on a regular basis as a method to communicate with parents.

2018-19 Actions/Services

group supporting school family, and student diversity and inclusion work)

- Exhibitions of Learning with student presentations of projects
- School events (i.e. Lunar New Year, Music concerts, Art Shows)

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$26,585	\$31,750
Source	Staff Salaries, See Goal 1 Action 1	LCFF Base, Local Revenue Sources	LCFF Base, Local Revenue Sources
Budget Reference	Staff Salaries, See Goal 1 Action 1	2000s, 3000s	2000s, 3000s

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS

2018-19 Actions/Services

PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS

2019-20 Actions/Services

PARTNERSHIPS WITH COMMUNITY BASED ORGANIZATIONS
Yu Ming will continue to develop

2017-18 Actions/Services

1. Playworks – provides recess team coaching (culture building).
2. Partnership with Taipei Economic and Cultural Office, which provides Mandarin interns.

2018-19 Actions/Services

- Partnership with Taipei Economic and Cultural Office, which provides Chinese interns.

2019-20 Actions/Services

- partnerships with organizations that support the school’s educational program, mission, vision and the academic, social-emotional needs of our students. They include:
- Partnership with Taipei Economic and Cultural Office, which provides Chinese interns.
 - Reach Institute for School Leadership: train BTSA Coach
 - Diverse Charter Schools Coalition (no cost)
 - CORE Districts (collaborative data-sharing) (no cost)
 - Berkeley Education Global Research Initiative (no cost): Mini-collaboration (provides student volunteers from Teacher Ed Program)
 - University of Washington School of Education (no cost)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ol style="list-style-type: none"> 1. \$18,000 2. \$0 Staff Salaries, See Goal 1 Action 1 	\$0	\$0

Year	2017-18	2018-19	2019-20
Source	1. LCFF Base 2. Staff Salaries, See Goal 1 Action 1		
Budget Reference	1. 5822 2. Staff Salaries, See Goal 1 Action 1		

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

PARENT INPUT IN DECISION-MAKING

At Yu Ming Charter School, parent input in decision-making will take place through the following:

2018-19 Actions/Services

PARENT INPUT IN DECISION-MAKING

At Yu Ming Charter School, parent input in decision-making will take place through the following:

2019-20 Actions/Services

METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:

In order to promote and elicit parent input in decision-making, Yu Ming Charter School will host and facilitate ELAC, Family

2017-18 Actions/Services

- Family Support Organization: meetings take place every other month
- Family Support Council: Monthly

2018-19 Actions/Services

- Family Support Organization: meetings take place every other month
- Family Support Council: Monthly
- English Language Advisory Committee: If serving 21+ EL students.
- Annual Family Survey
- Governing Board

2019-20 Actions/Services

Support Council and Family Support Organization meetings during the school year with annual elections (for ELAC) to include EL and non-EL parents.

Parents can also serve on the governing board. During the school year ELAC, the Family Support Council, Family Support Organization, and Equity Design Team will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	Family liaison and staff time accounted for above. (Goal 3, Action 1)	See Goal 3, Action 1
Source	Staff Salaries, See Goal 1 Action 1		
Budget Reference	Staff Salaries, See Goal 1 Action 1		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 138,854

3.64%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2017-18

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups.

- Goal 1, Action 3: includes an EL Coordinator & 2 Instructional Assistants that will provide academic and social-emotional support and intervention for unduplicated students.

As a result of not receiving sufficient LCFF S&C Funds, the following action will be funded with LCFF Base funds but targeted at unduplicated pupils:

- Goal 3, Action 2: Yu Ming Charter School will employ a Family Liaison to facilitate parent meetings, schoolwide events and communicate with parents. Primary role is to target unduplicated students (families).

2018-19

The following improved actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds.

- Goal 1, Action 1: The following staffing to provide academic intervention during the school day:
- Chinese Intervention Teacher
- English Intervention Teacher
- Chinese Intervention Assistant
- English Intervention Assistant
- 6 Instructional Assistants that will be placed in classrooms