

LCFF Budget Overview for Parents

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

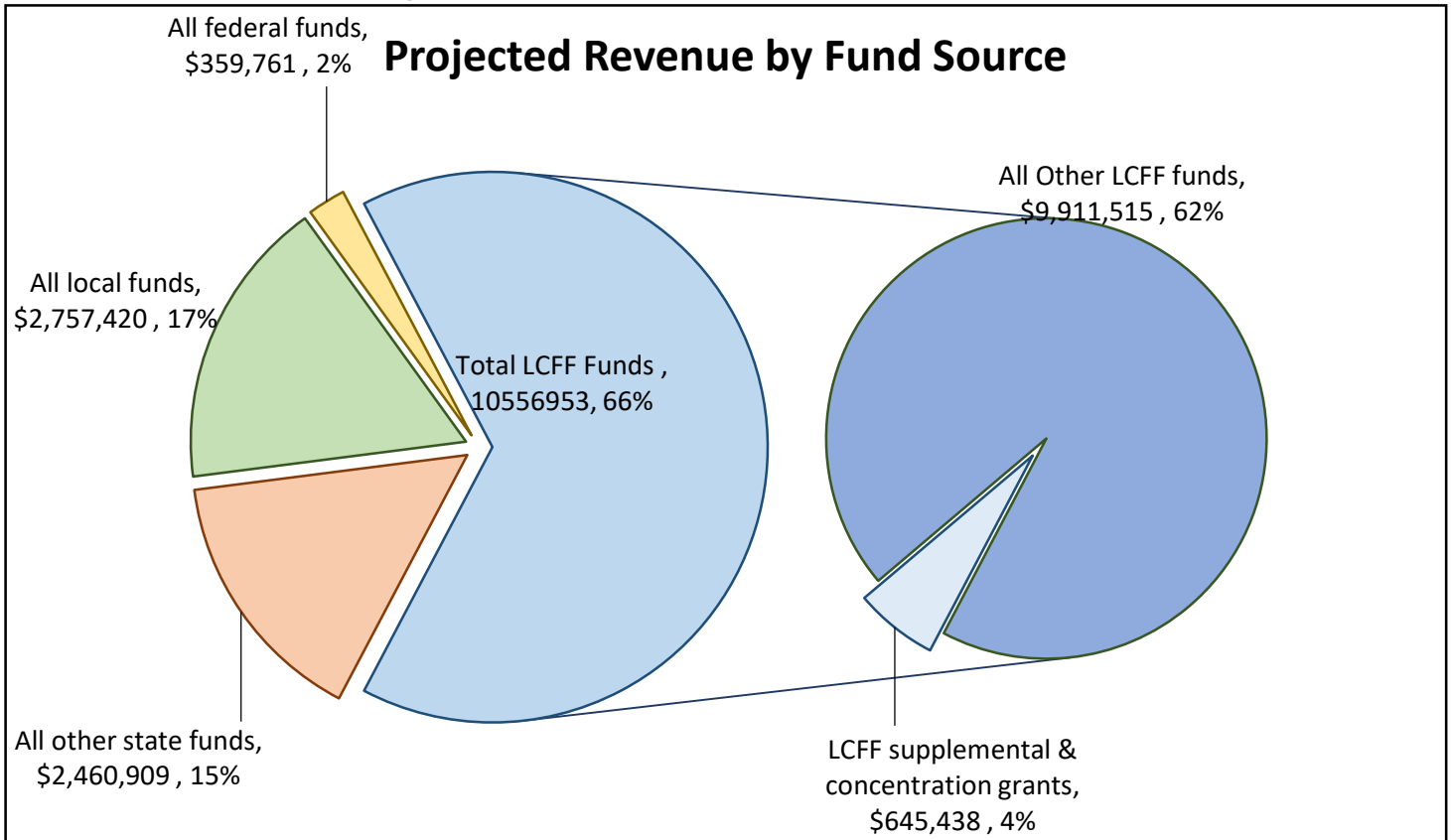
CDS Code: 01-10017-0124172

School Year: 2024-25

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

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

Budget Overview for the 2024-25 School Year

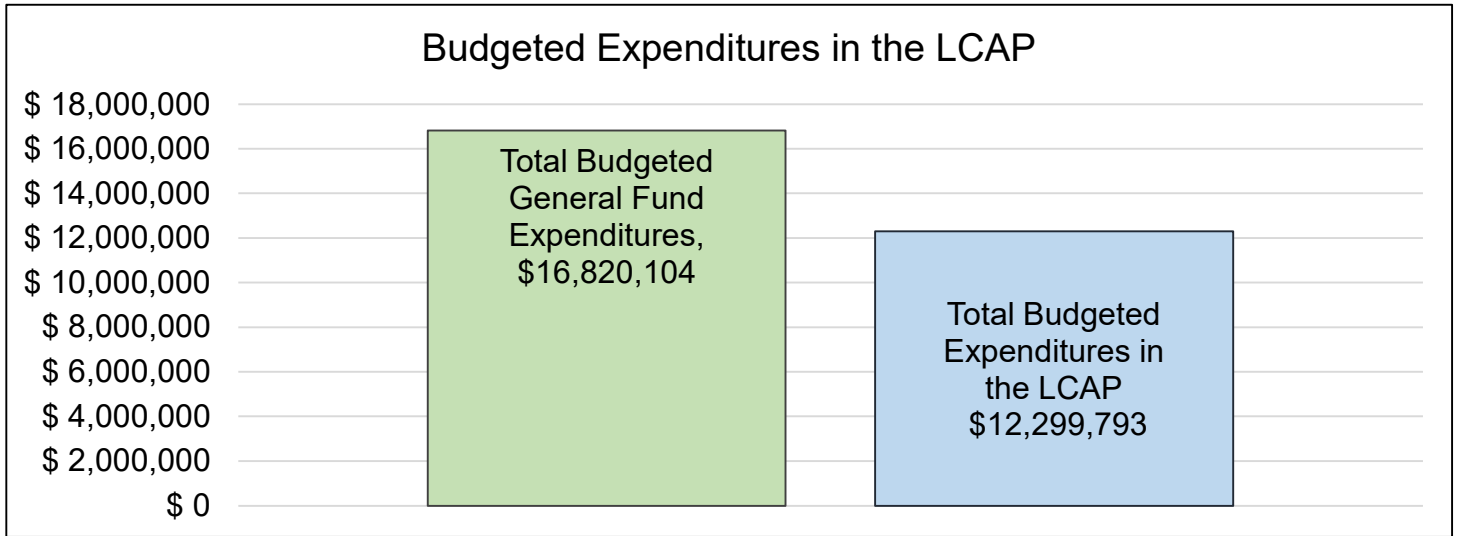


This chart shows the total general purpose revenue Yu Ming Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yu Ming Charter School is \$16,135,043.00, of which \$10,556,953.00 is Local Control Funding Formula (LCFF), \$2,460,909.00 is other state funds, \$2,757,420.00 is local funds, and \$359,761.00 is federal funds. Of the \$10,556,953.00 in LCFF Funds, \$645,438.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Yu Ming Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Yu Ming Charter School plans to spend \$16,820,104.00 for the 2024-25 school year. Of that amount, \$12,299,793.00 is tied to actions/services in the LCAP and \$4,520,311.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

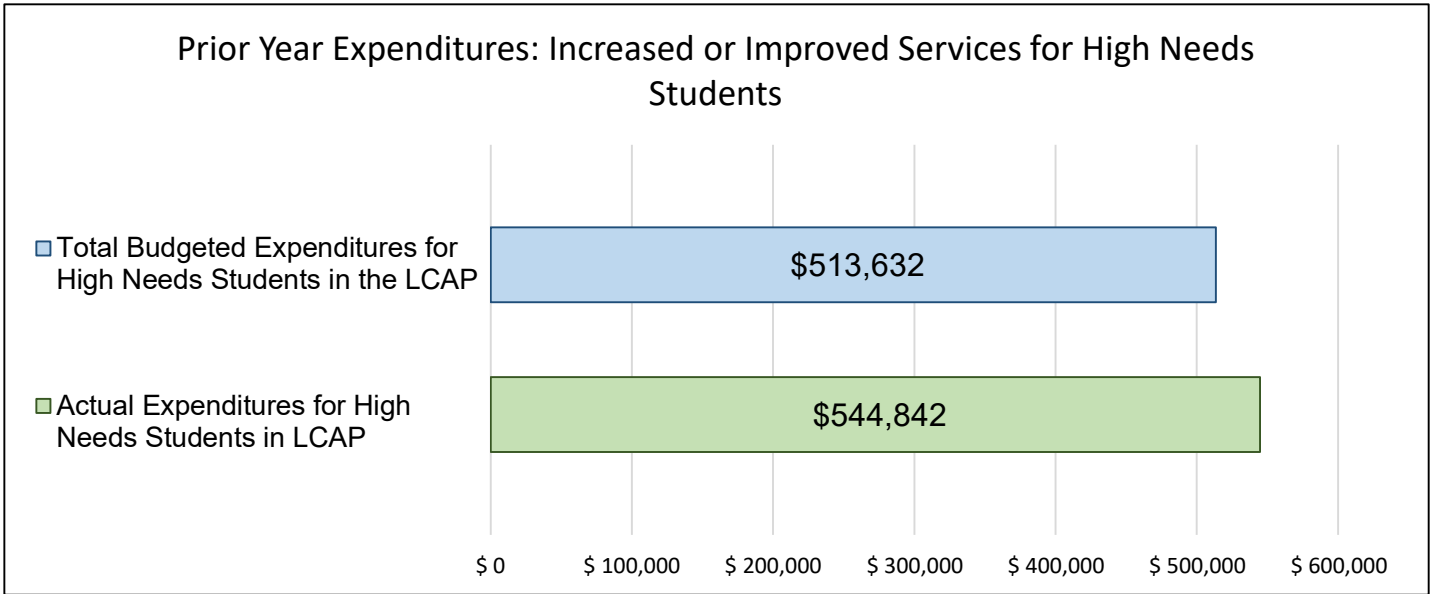
Health and welfare benefits, facilities expenses, other general administrative expenses and other non programmatic expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Yu Ming Charter School is projecting it will receive \$645,438.00 based on the enrollment of foster youth, English learner, and low-income students. Yu Ming Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Yu Ming Charter School plans to spend \$645,439.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Yu Ming Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Yu Ming Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Yu Ming Charter School's LCAP budgeted \$513,632.00 for planned actions to increase or improve services for high needs students. Yu Ming Charter School actually spent \$544,842.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yu Ming Charter School	Stacey Wang, CEO	swang@yumingschool.org (510) 452-2063

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2019-20: not administered	2020-21: 87.5% met or exceeded standard	2021-22: 89.7% met or exceeded standard	2022-23: 88.45% met or exceeded standard	89%
CAASPP Math Source: CDE	2019-20: not administered	2020-21: 89.93% met or exceeded standard	2021-22: 94.54% met or exceeded standard	2022-23: 91.55% met or exceeded standard	90%
CA Science Test: Gr 5 Source: CDE	2019-20: not administered	2020-21: not administered	2021-22: 81.63% met or exceeded standard	2022-23: 73.61% met or exceeded standard	90%
CA Science Test: Gr 8 Source: CDE	2019-20: not administered	2020-21: not administered	2021-22: 80% met or exceeded standard	2022-23: 65.85% met or exceeded standard	79%
Attendance Rate Source: CALPADS	2019-20: 97.6%	2020-21: 99%	2021-22: 95%	2022-23: 97.06%	96%

Chronic absenteeism Rate Source: Dataquest	2018-19: 1.1%	2020-21: 0%	2021-22: 0%	2022-23 CHRONIC ABSENTEEISM		<2%	
					Number		Rate
				Schoolwide	9		1.2%
				African American	5		7.9%
				Asian	2		0.5%
				Filipino	0		0.0%
				Hispanic	1		1.6%
				White	0		0.0%
				Two or More Races	0		0.0%
				English Learners	2		1.5%
SWD	1	1.6%					
SED	7	3.2%					
Middle School Dropout Rate	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%		
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study: Source: Master Schedule	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%		
Facilities in “good” repair as measured by FIT (source)	2020-21: Good (all sites)	2021-22: Good (all sites)	2022-23: Good (all sites)	2023-24: Exemplary (all sites)	Good (all sites)		

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All seven actions were fully implemented for Goal 1:

- Action 1: Yu Ming Charter School currently employs a CEO (new position and title change from head of School), Principal and classroom teachers. Despite numerous teacher recruitment efforts, we started the school year with three vacancies at the middle school, and we were able to fill them by October 2023. We also hired substitute teachers to maintain continuity of instruction throughout the school year and fill in during teacher absences. Our educational program includes 185 instructional days, that exceeds the CA requirement of 175 instructional days for charter schools. Our teachers have participated in 6 days of summer professional development. We're on track to provide two non-instructional

days for PD; and teachers participate in Professional Learning Communities (PLC) weekly; and targeted professional learning bi-weekly (every other week).

- Action 2: Yu Ming Charter School has partially implemented the assessments outlined in this action because the school year has not yet ended. However, we have implemented the assessments outlined in this action and are on pace towards completion. Our teacher administers formative assessments to check for student understanding and guide instruction; and intervention if needed. Grade level teams and the leadership monitor the results of these assessments to ensure students are on track toward grade level mastery. We utilize this data to provide targeted tiered intervention for struggling academically.

- Action 3: Yu Ming Charter School received a BLUE Performance Level for the ELA Academic Indicator; and GREEN Performance Level for the Math Academic Indicator on the 2023 CA School Dashboard. We employ Small Group Instructors (SGI) to provide intervention through push-in and pull-out during the instructional day for students in grades K-5. This school year we chose not to offer the afterschool BOOST program, and instead improved the delivery of instruction through differentiation and intervention embedded during the instructional day which has been effective. Our students also have access to online learning platforms for supplemental intervention. We offer an ELOP that takes place afterschool, intersession and four-week summer programming that provide our students with additional academic support to address gaps in learning, and enrichment.

- Action 4: Our campuses are well maintained by our janitorial/maintenance staff. Annually we administer the FIT report for each site, and results are reported on the SARC, LCAP and Local Indicators Reports. Findings are reported to the Administrative team and addressed in a timely manner.

- Action 5: Yu Ming continues to provide all students with a broad course of study beyond core subjects that includes:

- K-5: Music classes (choral, Instrumental), Art

- Gr 5-8: Design Lab

- Gr 6-8: Service learning, Contemporary China, Graduate Defense

- Gr 6-8: Musical Instruments, Coding, Art, Chinese Arts and Games, Chinese Chess, Digital Drawing, Latin Dance, Math Art, Mathematical Games, Spanish and Table Tennis.

- Action 6: Yu Ming Charter School received a GREEN Performance Level for Chronic Absenteeism Indicator; and BLUE Performance Level for Suspension. We attribute the improvement to the MTSS System in place and implemented with fidelity. The Principal, Assistant Principal (AP), and Culture Specialist review MTSS data on a weekly basis to ensure services provided are implemented effectively, students are monitored and ensure barriers to learning are addressed. Our teachers continue to implement Strong Start Daily, Second Step SEL Curriculum (K-3) and piloting it for middle school, this year. We are also utilizing Compass SEL curriculum in the Spring 2024 semester. SDL in grades K-2 continues to

support students in setting goals, making plans, practicing SEL skills and reflecting on their learning. Our Student Culture Specialists leads the student social groups which encompasses lessons/concepts from our SEL curriculum.

- Action 7: Our Students with Disabilities (SWD) student group received a GREEN Performance Level for the Chronic Absenteeism Indicator and Suspension Rate Indicator on the 2023 CA School Dashboard. The Director of Student Support Services (SPED Director) ensures all IEP timeliness are adhered to, and services are provided to our SWD as outlined in their IEP, including compensatory minutes. The Director Student IEP timelines have been followed. Services have all been provided to students according to IEPs or we will make sure to do compensatory minutes. The Extended School Year (ESY) is scheduled to take place during the Summer (4 week). Director of Students Support Services continues to participate in professional learning opportunities offered by the our SELPA, El Dorado Charter SELPA. The Education Specialist have also completed a course related to counseling to support students and families.

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

- Action 4: There were additional leasing costs that were not originally budgeted for, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.
- Action 7: There were additional SPED Contracted costs that the school incurred, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Action 1: Our previous Head of School (now titled CEO) had been with the organization for 8 years and left the school at a stable and thriving state. Her leadership propelled the school to be one of the best schools in the state of CA and a nationally recognized Mandarin Immersion school. The Principal of YM 1 who has been here for the last 3 years, has brought stability to the staff, students and families through the pandemic. Professional Development for all staff has been thoughtfully planned and overseen by the CAO. Staff are prepared and empowered to do their best to serve all students at Yu Ming. Academic Data, behavioral data, and Social-Emotional data is collected and analyzed regularly to target support to students.

Challenges: Staff (leaders, teachers, classified) vacancies and turnover has been quite challenging for the school in the last 3 years, more than any other time in the existence of the school. The limited pool of talent in the education space has made it challenging to find qualified candidates. Additionally, we have had increasing number of midyear teacher transitions due to a variety of reasons. The school tries to provide PD to new staff continually to ensure the quality of care and education to students in not compromised.

- Action 2: In the last 3 years we have continued to use data to inform our instruction. In the last 2 years we have adopted an English early literacy skills assessment (DIBELS) which provided us with more refined data to address skill gaps. Having this new English literacy assessment that is aligned to the Science of Reading has been critical in providing us data that drives instruction, particularly intervention

Challenges: The only challenges in the last 3 years are the data that has come from the assessments. Overall, there has been a dip in where students are performing, especially at the earliest grade levels in English. We have had some slight dips in Chinese performance in reading and writing also, with slightly more students in the below/approaching performance bands than before the pandemic.

- Action 3: In the last 3 years, we allocated additional funds to ensure we have one dedicated Chinese SGI in every K and G1 classroom. As a result, students in these grades benefit from a small adult to student ratio. Having small class size in these grades provides increased differentiation, academic support to ensure that all students start strong at Yu Ming, and it decreases the need for additional supports as they move up the grades. Having an additional Chinese fluent teacher in the classroom supports increase language acquisition as the population of students that enter Yu Ming come with little Chinese proficiency or background.

Challenges: Hiring and retaining qualified SGIs has been a challenge. SGI's receive a lot of beginning of the year training to support them to be successful in their roles. With mid-year attrition, it has become challenging to ensure SGI's are trained to maximize their support.

- Action 4: This year was the grand opening of a new permanent site, the Chestnut Campus, one of three permanent sites.

Challenges have been staffing custodial positions.

- Action 5: As a small school we are grateful that we have been able to provide these enrichment options to students outside of core content classes. We have allocated funding to these areas because we believe that children need to have a more well-rounded education.

Challenges: Finding qualified and skilled teachers to teach these enrichments has continued to be a challenge.

- Action 6: Examining data regularly allows us to identify the needs of students early, so we can effectively provide targeted intervention. The adoption of Second Step at the lower grades has been extremely successful in providing teachers with specific lessons to teacher SEL skills.

Challenges: We continue to have a high proportion of students with social-emotional, behavioral, and mental health needs in the last 3 years. We are trying to anticipate the needs when we hire for the school year, but throughout the year, the increased load is putting a strain on our staff. With limited funding, it becomes challenging to ensure that we are always able to promptly meet the needs of all students.

- Action 7: Our child-find process is improving so we are identifying more students with disabilities, We have been able to increase Tier 2 support, especially counseling as we are allocating increased resources to mental health. We have been able to retain the same Ed Specialists and BIAs. Very little turnover with BIAs. We have been able to secure interns through partnership with universities for SLPs, and school psychology interns. Some have been practicum students from UC Berkely.

Challenges: Our caseload is so small for some specialist roles that it's a very part-time, so retainment of Speech and Language Pathologist and Occupational Therapist has been challenging. We have new people in these roles each year. Not able to complete OT minutes because of vacancy, must go through agencies to hire. We will provide compensatory minutes once we hire for this position.

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

Goal 1 was revised to align to the CA MTSS Framework as we proceed to a full implementation of MTSS and ensure fidelity of the data-driven decision-making that takes place at Yu Ming Charter School at all levels of the organization with the goal of maximizing student performance. The actions and metrics for this goal were revised for alignment.

In addition, a metric for Priority 8 was added – participation rate on PFT (grade 5 & 7 assessment). With the return of the CA School Dashboard performance levels, our LCAP will use the distance from standard measurement for the ELA and Math (CAASPP) Academic Indicators, which serves as a more accurate measure of student performance. For the 2024-25 LCAP – metrics will include numerically significant student groups as reported in the 2023 CA School Dashboard performance level. This change was made for purposes of transparency and alignment between the LCAP metrics and the dashboard. Additionally, for the 2024-25 LCAP, Yu Ming Charter School will continue to develop a one-year LCAP that includes “Target for Year 1 Outcome,” under the section measuring and reporting results, rather than “Target for Year 3 Outcome,” an allowable option for charter schools, as indicated in CDE’s approved LCAP template instructions.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24					
% Of students with access to Standards-aligned materials Source: Textbook inventory	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%					
Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2 (source)	2020-21: Implementation Academic Standards		2021-22: Implementation Academic Standards		2022-23 Implementation Academic Standards		2023-24 Implementation Academic Standards		2023-24: Implementation Academic Standards	
	ELA	5	ELA	5	ELA	5	ELA	5	ELA	5
	ELD	3	ELD	4	ELD	4	ELD	4	ELD	4
	Math	4	Math	4	Math	4	Math	5	Math	4
	NGSS	3	NGSS	4	NGSS	4	NGSS	5	NGSS	4
	History	4	History	4	History	4	History	5	History	4
	Health	3	Health	4	Health	4	Health	5	Health	4
	PE	4	PE	4	PE	4	PE	5	PE	5
	VAPA	5	VAPA	5	VAPA	5	VAPA	5	VAPA	5
	World Language	5	World Language	5	World Language	5	World Language	5	World Language	5
% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	2019-20: 59.74%	2020-21: 76%	2021-22: 70%	2022-23: 67%	100%					
% Of EL who made progress toward English Proficiency measured by ELPAC (source)	2018-19: 26.92% Proficient	2020-21: 39.22% Proficient	2021-22: 28.42% Proficient	2022-23: 38.06% Proficient	40%					

Reclassification Rate Source: Dataquest	2019-20: 54.8%	2020-21: 9.9%	2021-22: 7.1%	2022-23: 32.7%	35%
% EL with access to CCSS & ELD Standards Source: Textbook inventory	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All four actions were fully implemented for Goal 2:

- Action 1: Yu Ming Charter School provides all educators with a robust professional development program as outlined in this action. Our Instructional Coaches conduct weekly classroom observations, coaching and feedback cycles to support teacher growth, strengthen the delivery of instruction, build teacher capacity and maintain high teacher retention rates. This year we've implemented a coaching dashboard which contains data collected from weekly classroom walkthroughs. Coaches review this data which is used to inform professional learning, coaching and targeted practice labs for teachers. The Assistant principal provides coaching for SGI on a weekly basis. Due to scheduling conflicts and availability, we will not provide Making Math Real and Wilson professional development for the SPED Team this school year.

- Action 2: English Learners received an ORANGE Performance level for the ELPI, GREEN Performance Level for the Chronic Absenteeism, Suspension Rate, and Mathematics Academic Indicator, and BLUE Performance Level for the ELA Academic Indicator on the 2023 CA School Dashboard. All ELs receive designated and integrated ELD. This year teachers have received additional professional development on strategies to support ELs. We've adopted and implemented Amplify Language Studio to support our EL with language proficiency instead of Launch to Literacy. We also did not implement Link to Literacy since there are no EL at the middle school.

- Action 3: Yu Ming provides all students with access to standards-aligned curricular and instructional materials, including supplemental materials and access to online platforms. Annual purchases are made to ensure sufficient inventories for all students.

- Action 4: Yu Ming provides all students and teachers with access to a technology device to access curricular, instructional materials, online platforms and assessments. All cybersecurity software and subscriptions have been purchased and implemented. The IT team ensures devices are functioning, maintained, updated and ready for use.

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

- Action 3: Yu Ming Charter School purchased additional curriculum resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.
- Action 4: Yu Ming was unable to fill the additional IT Tech position until midyear; and there was a decrease in the amount of tech consumables than originally planned, resulting in a material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- **Action 1:** Whenever possible, we try to differentiate PL for teachers. During PLC's weekly, teachers work very well collaboratively to plan curriculum, discuss important instructional practices and routines. This supports newer teachers who receive the benefit of their more experienced colleagues.

Challenges: In the last 3 years, we have had more turnover of teachers, so we are constantly coaching new teachers each year. We do not always have the capacity to provide weekly coaching, as our more experienced teachers have biweekly coaching. And this year, our most proficient teachers participate in a monthly PLCs where they mutually coach one another. This PLC is facilitated by principal of YM 1.

- **Action 2:** With the adoption of new ELD curriculum that is aligned to our ELA curriculum, we can build on what students are learning throughout the day, so they have a more integrated learning experience.

Challenges: We have had a huge increase in our English learner population. We have triple the number of ELs now than we had 3 years ago. Most of these EL's are learning English as a second language and Chinese as a third language. We are trying to develop the best possible program for our EL students in our full Mandarin Immersion program, and we recognize that we have no models of schools who are doing this anywhere successfully.

- **Action 3:** All students have the curriculum needed to learn. We have done extensive work to translate a selection of books into Chinese so that students can access those resources in Chinese.

Challenges: There is still only one Chinese textbook that is available for immersion schools. Teachers need to adapt Better Immersion for use in the classroom, and therefore they need to develop a lot of their own curricular materials.

- **Action 4:** All students in need have received devices for home use, as well as internet hotspots to ensure access to curriculum at home.

Challenges: A challenge has been adequately staffing our tech support team.

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

For the 2024-25 LCAP, Goal 2 was revised to align to the school’s CA MTSS Framework to continue to support our educators with professional learning opportunities, build educator and leadership capacity, to support high teacher retention rates. Actions and metrics were revised to align to this goal. Based on feedback from our educational partners, for Priority 1: Basic Teachers, we will use the CDE’s Teacher Assignment Monitoring Outcomes (TAMO) data which is pre-populated by the CDE on the Local Indicators Report/CA School Dashboard annually. The decision to use TAMO data was for purposes of transparency, and alignment of the CA School Dashboard Local Indicators with our school’s LCAP.

Additionally, for the 2024-25 LCAP, Yu Ming Charter School will continue to develop a one-year LCAP that includes “Target for Year 1 Outcome,” under the section measuring and reporting results, rather than “Target for Year 3 Outcome,” an allowable option for charter schools, as indicated in CDE’s approved LCAP template instructions.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24																																																																								
Suspension Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	<table border="1"> <thead> <tr> <th colspan="3">2021-22 SUSPENSION</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>4</td> <td>0.6%</td> </tr> <tr> <td>African American</td> <td>2</td> <td>3.6%</td> </tr> <tr> <td>Asian</td> <td>2</td> <td>0.6%</td> </tr> <tr> <td>Filipino</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Hispanic</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>White</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Two or More Races</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>English Learners</td> <td>1</td> <td>1.0%</td> </tr> <tr> <td>SED</td> <td>2</td> <td>1.5%</td> </tr> <tr> <td>SWD</td> <td>2</td> <td>5.0%</td> </tr> </tbody> </table>	2021-22 SUSPENSION				Number	Rate	Schoolwide	4	0.6%	African American	2	3.6%	Asian	2	0.6%	Filipino	0	0.0%	Hispanic	0	0.0%	White	0	0.0%	Two or More Races	0	0.0%	English Learners	1	1.0%	SED	2	1.5%	SWD	2	5.0%	<table border="1"> <thead> <tr> <th colspan="3">2022-23 SUSPENSION</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>3</td> <td>0.4%</td> </tr> <tr> <td>African American</td> <td>1</td> <td>1.6%</td> </tr> <tr> <td>Asian</td> <td>1</td> <td>0.3%</td> </tr> <tr> <td>Filipino</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Hispanic</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>White</td> <td>1</td> <td>1.7%</td> </tr> <tr> <td>Two or More Races</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>English Learners</td> <td>1</td> <td>0.7%</td> </tr> <tr> <td>SED</td> <td>2</td> <td>90.0%</td> </tr> <tr> <td>SWD</td> <td>1</td> <td>1.6%</td> </tr> </tbody> </table>	2022-23 SUSPENSION				Number	Rate	Schoolwide	3	0.4%	African American	1	1.6%	Asian	1	0.3%	Filipino	0	0.0%	Hispanic	0	0.0%	White	1	1.7%	Two or More Races	0	0.0%	English Learners	1	0.7%	SED	2	90.0%	SWD	1	1.6%	<1%
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English Learners	1	0.7%																																																																											
SED	2	90.0%																																																																											
SWD	1	1.6%																																																																											
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%																																																																								
Student Survey: Student Perception of School Safety & Connectedness Source: Panorama	2020-21: 82% Sense of safety 83% School connectedness	2021-22: 62% Sense of safety 75% School connectedness	<u>2022-23: Sense of Safety</u> 62% Elementary 57% Middle <u>School connectedness</u> 69% Elementary 65% Middle	<u>2023-24:</u> 60% ES; 62% MS Sense of Safety 74% ES; 57% MS School connectedness	>75%																																																																								
Parent Survey: Sense of safety & school connectedness Source: Panorama	2020-21: % Sense of safety 96% School connectedness	2021-22: 80% Sense of safety 95% School connectedness	2022-23: 84% Sense of safety 96% School connectedness	<u>2023-24:</u> 88% Sense of Safety 96% School connectedness	>75%																																																																								
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: % Sense of safety	2021-22: 79% Sense of safety	2022-23: 88% Sense of safety	<u>2023-24:</u> 60% Sense of Safety	>75%																																																																								

Source: TNTP	87% School connectedness	NR% School connectedness	96% School connectedness	71% School connectedness	
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 5 8. 5	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 5 8. 5	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 5 8. 5	2023-24: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 5 8. 5	Rating of 5
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 5	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 5	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 5	2023-24: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 5	Rating of 5

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All three actions were fully implemented for Goal 3:

- Action 1: Yu Ming has fully implemented this action; and provide a multitude of activities to promote a positive school culture, school spirit, increase student engagement while providing a safe environment conducive to learning, that includes - field trips, assemblies, and host student performance. We've administered school climate surveys to measure student connectedness and sense of safety and belonging. Results from our surveys will be reported on the LCAP and Local Indicators report. The Comprehensive School Safety Plan has been reviewed, revised and presented to staff. We ensure that safety protocols are adhered to. Hearing and vision testing has taken place.

- Action 2: Yu Ming solicits parent input in decision-making through the following committees: ELAC, PAC, DEI, and PE/Art. Interpreter services are available during committee meetings and upon request.

- Action 3: Yu Ming provides families with numerous opportunities to engage as partners in their child's education. The Family Engagement & Equity Specialist communicates and conducts outreach efforts to under-represented/low-income families to ensure they feel welcomed at the school, participate in their child's education, and provide resources when barriers to learning exist. Parents utilize PowerSchool to view their child's academic progress, monitor attendance and communicate with school staff. All correspondence sent to families is translated to Mandarin and Spanish; and interpreters are available upon request.

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

There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Action 1: Students continue to report favorable feelings of safety and belonging at school. All students engage in learning outside of the classroom via field trips connected to the curriculum. The highlight being an international trip to China for the 8th grade students.

Challenges: Teacher shortages have caused challenges in continuity for students and staff which has impacted student and staff engagement.

- Action 2: Parents continue to be highly engaged and involved as evidenced by our family survey results.

Challenges: A challenge has been educating families about school finances so they understand the decision-making process and can make informed recommendations.

- Action 3: Family affinity groups have been critical to increasing participation of non-dominant groups. Families in these demographic subgroups report feeling highly engaged and welcome at the school.

Challenges: A challenge has been expanding opportunities for under-represented families to build community across differences within the school.

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

Goal 3 was revised to further strengthen home-school connections and our commitment to shared decision-making. For Priority 3 – the metric that measures parent input in decision-making was changed from questions #5-8 from the CDE's Local Indicators Priority 3 to questions #9-12 which provides a more accurate indicator for addressing this state priority.

Additionally, for the 2024-25 LCAP, Yu Ming Charter School will continue to develop a one-year LCAP that includes “Target for Year 1 Outcome,” under the section measuring and reporting results, rather than “Target for Year 3 Outcome,” an allowable option for charter schools, as indicated in CDE’s approved LCAP template instructions.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated for last year’s actions may be found in the Contributing Actions Annual Update Table.

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yu Ming Charter School	Stacey Wang, CEO	swang@yumingschool.org (510) 452-2063

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Yu-Ming Charter School is a Mandarin immersion public charter school with multiple sites located in Oakland serving approximately 865 students in grades K-8 with the following demographics: 51% Asian, 22% Two or More Races, 8% African American, 8% Hispanic, 7% White, 4% Filipino, 6% are Students with Disabilities (SWD), 17% English Language Learners (EL), and 32% Socioeconomically Disadvantaged (SED).

The 2024-25 LCAP was drafted with the input and feedback from our educational partners and adheres to current and California Department of Education’s (CDE) new requirements for Goal, action and metric development. In addition, Yu Ming is not eligible for [Equity Multiplier funds](#).

Yu Ming Charter School has developed a one-year LCAP that will also serve as the School Plan for Student Achievement (SPSA), including stakeholder (educational partners) engagement requirements outlined in California (CA) Education Code (EC) 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

We believe all children can succeed and are committed to unleashing the potential of every Yu Ming student. With a data-driven, rigorous approach, we deliver measurable impact in educational outcomes for our students. We meet each student where they are and create a curriculum that develops them in a community as individuals with unique interests, personalities, and learning styles. We encourage personal expression, independent exploration, and academic excellence. We help our students own their learning, define their goals, and design their growth path.

Yu Ming envisions self-awareness, global awareness, problem-solving, and effective communication to be skill areas developed by every graduate. Beyond mastering content, Yu Ming students learn to do the following:

1. Know themselves deeply by constantly reflecting on new knowledge and experience.
2. Connect with people around them by fostering and nourishing positive relationships.
3. Do service for the greater good after coming to their own conclusions on real-world solutions.
4. Communicate using language to have powerful impact on a diverse range of audiences via multiple modalities.

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

DUAL IMMERSION MODEL

Yu Ming's program is rooted in a one-way dual language immersion model in which two languages are used for instruction (i.e., in this case, English and Mandarin), with at least 50% of instruction in the second language.

The proportion of instruction in Mandarin and English shifts gradually over the course of a student's progression through the Charter School. At Yu Ming, in kindergarten, first and second grade students spend 85-90% of their time exclusively immersed in Mandarin Chinese, 10-15% of the content is delivered in English. All subjects other than English, including math, science, social studies, and special subjects such as art and music, are taught in Mandarin. The immersion early language acquisition strategy is critical because Mandarin Chinese is a tonal language with a logographic writing system, not based on the Latin alphabet, so it is important to start learning it at a young age when children are developmentally attuned to distinguishing tonal and visual variations. A 90/10 immersion model provides more contact hours for English-speaking students to achieve proficiency. Full immersion is critical because it takes a native English speaker much longer to develop proficiency in Mandarin as compared to learning a cognate language such as Spanish or French. Starting in 3rd grade, the percentage of instructional time in Mandarin and English shifts to 70/30, and in 5th grade the mix is 50/50. In middle school (grades 6-8), students' percentage of time spent on Mandarin will vary based on individual need and elective course offerings, from a minimum of 30%, up to 50%. Subjects taught in Mandarin are taught by teachers with native or near-native proficiency in Mandarin. Subjects taught in English are taught by teachers with native English proficiency. In grades 3 and above, some subjects are taught in both languages through coordination between teachers who are teaching different aspects of the same topic, in each language.

Combining Personalized Learning with Project-Based Learning (PBL) unleashes student agency. Students take ownership of their own education and learning path. PBL is a rigorous approach to deeper, active learning that challenges students to think critically and work collaboratively to discover solutions to questions grounded in complex, real-world scenarios. Through each PBL unit, students' active engagement with content helps them retain knowledge longer than is often the case with traditional instruction.

DATA-DRIVEN RESULTS

To help our students achieve at the highest levels, Yu Ming staff measure and reflect on our program goals and outcomes through regular data inquiry cycles each year. The school's curriculum is aligned with the ACTFL (American Council on the Teaching of Foreign Languages) Language Proficiency Guidelines, Common Core State Standards, and Next Generation Science Standards. In addition to internal formative and summative assessments, each year the school administers summative assessments in Math, English (California Assessment of Student

Performance and Progress, or CAASPP) and Mandarin (Standards-based Measurement of Proficiency, or STAMP; Early Language Listening and Oral Proficiency Assessment, or ELLOPA).

Learning is personal and education should be, too. Yu Ming is committed to meeting students where they are academically, socially, developmentally, and nurturing their growth through an innovative approach to education so that every student can reach his or her full potential.

We are a personalized learning school guided by data-informed instruction and part of Summit Learning Partners, a national network focused on re-imagining schools so that they are designed for student success with one-on-one mentoring, project-based learning, and student agency.

RESULTS

High Performance — Locally and Statewide

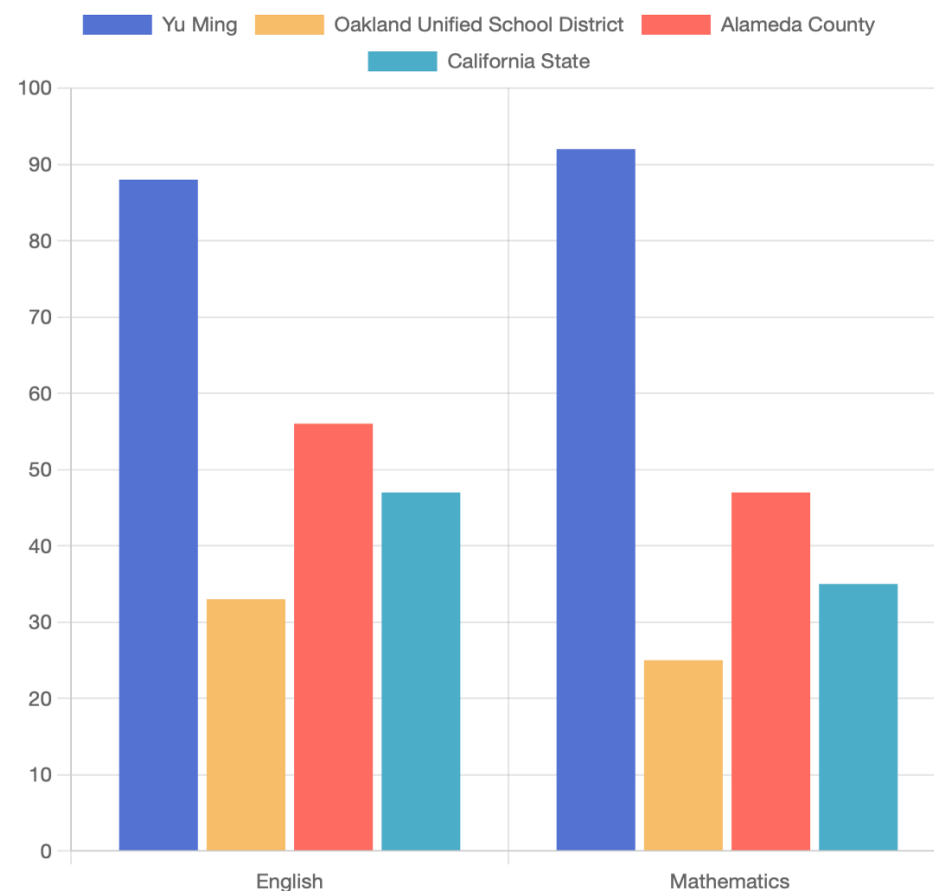
Yu Ming is the **highest performing** public elementary and middle school in ALL OF ALAMEDA COUNTY.

Not only are Yu Ming students at the top-of-the class locally in the district and county, but Yu Ming student achievement also stands out STATEWIDE.

In 2023-24, Niche ranked Yu Ming:

- **#1** charter elementary and middle school in the **Bay Area**
- **#2** best charter elementary school in **California**
- **#4** best charter middle school in **California**
- **#11** best public elementary school in **California**
- **#12** best public middle school in **California**

SBAC 2023



Reflections: Annual Performance

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

The following chart reflects Yu Ming Charter School’s performance on the 2023 CA School Dashboard by indicator and student group.

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

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

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

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

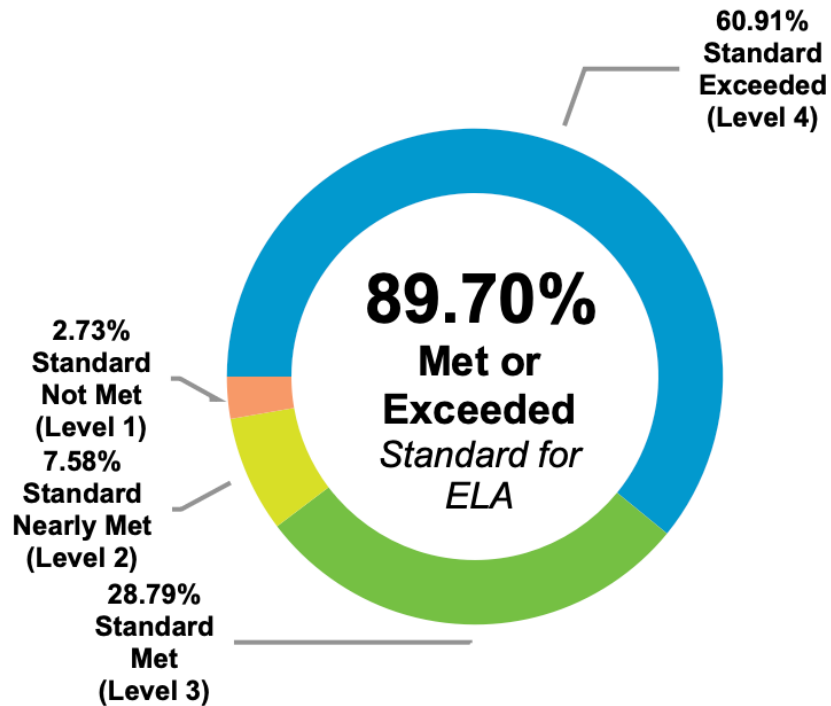
HIGH ACADEMIC PERFORMANCE: ELA & MATH INDICATORS

Our students continue to significantly outperform their peers in the district, county and state on the California Assessment of State Performance and Progress (CAASPP) overall and for all student groups including historically underserved populations: Socioeconomically Disadvantaged (SED), African American, English Learners (EL), Hispanic, and Student with Disabilities (SWD). Source: [CDE – CAASPP](#)

Our [2023 CAASPP results](#) demonstrate that out of 7,807 schools in the state of California, Yu Ming is among the top 1% of schools overall for African American, Hispanic, Students with Disabilities, Socioeconomically disadvantaged and English Learner students.

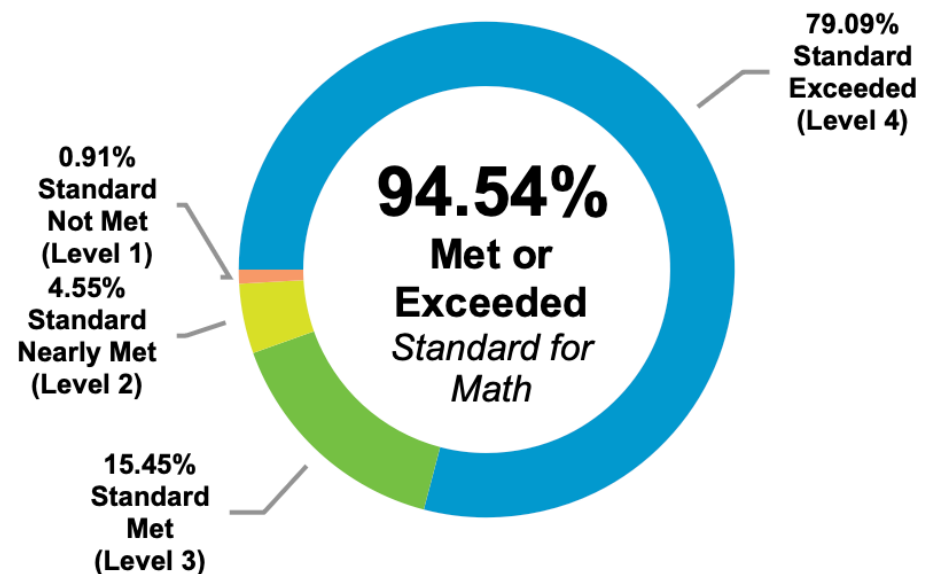
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



Yu Ming Charter School's educational model has been highlighted in a recent study published by the [University of Washington](#) showcasing the efficacy of Mandarin immersion and the growing research on how this model closes opportunity gaps and boosts academic outcomes for all students regardless of their backgrounds.

We believe the fundamental characteristic of the new millennium is ever-accelerating change. As the world becomes increasingly interdependent, Yu Ming aims to develop future-ready global leaders who use their education to make a positive difference in the world. Guided by our core values of integrity, perseverance, empathy and wisdom, we challenge our students to lead with humility, collaborate with empathy, think with independence, and problem solve with creativity.

ENRICHED LEARNING

Yu Ming students are given the opportunity to explore personal passions outside the classroom through several extracurricular activities, from Instrumental Music to Computer Programming, Creative Writing and Clubs. We also enrich our students' education through deeper learning including field trips for each class, two annual week-long expeditions for middle school students, and a capstone trip to China.

ELEMENTARY

All students participate in enrichment activities that continuously build language proficiency and cultural fluency. Visual arts are integrated in grades K-4, with a dedicated Design Lab class added in upper grades. Music is our third language and begins in Kindergarten, exposing students to musical movement with choral music and percussion, including Orff xylophones. Students then progress in their music making with recorders and ukuleles, and by 5th grade, they can select a brass or woodwind ensemble instrument such as flute, trombone, and saxophone.

MIDDLE SCHOOL

We offer a range of activities that complement academic instruction, from week-long learning expeditions to STEM Design Lab projects and Jazz Band. Over 20 student-led lunch-time clubs and programs are offered, inspired by student interest such as coding, cartooning, photo engineering, sports, and service. Elective and enrichment class offerings also may include Coding, Chinese Journalism, Visual Arts, Chinese Drama, Spanish and Yearbook.

SOCIAL EMOTIONAL LEARNING

Yu Ming believes in whole brain and whole heart education grounded on academic excellence, social emotional intelligence, and relational depth. Leveraging science-based pedagogical approaches, we focus on supporting our students to develop the skills and mindsets to lead fulfilled, joyful, and purposeful lives.

In **Elementary School**, students begin to develop their social emotional competencies through Responsive Classroom practices of Morning Meeting and Circle, where students touch base as a class on community issues, concerns and other discussion topics. Students also engage with the Toolbox curriculum, a research-based social and emotional learning (SEL) program that strengthens children's innate capacity for resilience, self-mastery and empathy for self and others.

Our **Upper Elementary and Middle School** students deepen their SEL learning through the Compass approach, a competency-based human development model. We utilize advisories, a structured curriculum (the Compass Phase System), and the Circle framework to help students grow in body, heart, mind, and spirit in pursuit of excellence in every dimension. The curriculum helps students work through 5 balanced disciplines or integrated habits of success: Sharp Mind, Big Heart, Noble Purpose, and Aligned Actions, while accessing their True North.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Yu Ming Charter School is not eligible for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators, Principals	<p>Dates: Aug 22, 2023 - June 11, 2024 Biweekly Leadership meetings</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Reviewed and discussed the 2023-24 LCAP Midyear Update goals, actions, metrics; 2023 CA School Dashboard. • Reviewed and discussed student state and local data: SBAC, internal interim assessments in math, ELA and Chinese, identified methods for improving instruction and outcomes for historically underserved populations of students. • Reviewed and discussed student focus group and Panorama data, action planned around SEL and school climate and culture goals. • Development of the 2024-25 LCAP Goals, actions, metrics, and budget development. • Reviewed survey results (Parents, student, staff). <p>Feedback provided during consultation:</p> <ul style="list-style-type: none"> • Continue with Small Group Instructors to provide tiered academic intervention to improve language acquisition with ELs, address learning gaps in ELA and math. • Continue to implement and strengthen SEL supports including new SEL curricular adoption for the Middle School, and Mental Health clinician counseling services for at-risk students. • Small Group Instructors to provide tiered intervention • Professional Development:
Teachers	<u>Dates: August 2023- June 2024;</u> and <u>Jan/Feb 2024</u> TNTF Staff Survey

	<p>Discussion took place on the 2023-24 LCAP Midyear Update goals, actions, metrics; 2023 CA School Dashboard, Curriculum, tiered intervention, addressing student SEL needs, development of the 2024-25 LCAP actions.</p> <p>Feedback provided during consultation:</p> <ul style="list-style-type: none"> • Need for tiered intervention to support struggling learners • Need professional development on scaffolding instruction to address the diverse learning needs of our students. • Need to continue with SGI to support students in the classroom • Need additional support for students not meeting academic standards. • Need further support to address student behavioral challenges – need to continue to strengthen SEL support and implementation; including counseling services.
Other School Personnel	<p>Dates <u>Jan/Feb 2024</u> TNTP Staff Survey</p> <p>Discussion: 2023-24 LCAP Midyear Update; 2023 Dashboard and solicit input for the 2024-25 LCAP</p> <p>Feedback provided during consultation:</p> <ul style="list-style-type: none"> • Continue to provide Affinity groups to give African American and Hispanic students/families a voice • Need to continue with SGI – provide targeted instruction, and small group instruction especially among Socioeconomically Disadvantaged and English Learners.
Students	<p><u>Dates: January – May 2024</u> monthly meetings - Middle School Model working group</p> <p>Discussion took place on the LCAP and 2023 CA School Dashboard, schoolwide initiatives and solicited input for the upcoming school year’s LCAP.</p> <p>Feedback provided during consultation:</p> <ul style="list-style-type: none"> • Requested additional electives. As a result, additional electives have been added for the 2024-25 school year. (See Goal 1, Action 4) • Feedback on Summit Platform - students requested additional support and intervention with the Summit Platform, also less independent computer time. As a result, the Summit Platform will be eliminated. • Requested additional academic support. As a result, from this feedback students will have access to more individualized support and engaging curriculum. (Goal 1, Action 2) <p><u>Dates: 4/30/24; and 5/7/24:</u> Grades 4-5 Focus Groups</p> <p>Discussion took place on the LCAP and 2023 CA School Dashboard, schoolwide initiatives and solicited input for the upcoming school year’s LCAP.</p>

	<p>Feedback provided during consultation:</p> <ul style="list-style-type: none"> • Feedback on culture and supervision, and student’s overall experience during recess. As a result of this feedback Yu Ming staff will work to ensure students know where to get help and who to go to. • Provided anonymous culture envelop for students to highlight concerns. As a result, Yu Ming supervision staff now will wear vests so they can be clearly visible to students who need to seek help.
<p>Parent Advisory Committee (PAC)</p>	<p>Date: 4/4/24 Parent Advisory Committee Discussion: 2023-24 LCAP update Feedback provided during consultation:</p> <ul style="list-style-type: none"> • Parents of English learners (EL), and Students with Disabilities (SWD), are highly satisfied with the services provided to support these students. • Requested consistency with SLP and teachers would be helpful. • Requested a parent workshop on SEL and EL programming. <p>Date: 5/17/24 Parent Advisory Committee Discussion of the 2024-25 LCAP to solicit input. Feedback provided during consultation:</p> <ul style="list-style-type: none"> • Agreed with SEL Programming and curriculum adoption for 2024-25. <p>Date: 6/7/24 Parent Advisory Committee Discussion: The completed LCAP was presented to the PAC for their review, and approval. Feedback provided during consultation:</p>
<p>ELAC, DELAC & EL-PAC</p>	<p>Date: 1/29/24; and 4/29/24: Discussion took place on the 2023-24 LCAP, 2023 CA School Dashboard, schoolwide initiatives and solicited input for the upcoming 2024-25 LCAP. Feedback provided during consultation:</p> <ul style="list-style-type: none"> • Parents requested detailed data to compare last year to this school year. • Parents requested one-on-one meetings that are specific to their student’s progress.

	<ul style="list-style-type: none"> Parents suggested hosting an EL activity monthly to provide parents with strategies to support their English learner at home. <p>Yu Ming Charter School does not meet the CDE requirements to form an English Learner Parent Advisory Committee (EL-PAC). CA EC 52062(a)(1)</p>
<p>Parents including those representing Unduplicated Pupils</p>	<p>Dates: FSO Council Meetings, Monthly Aug 2023 – May 2024</p> <p>Discussion of 2023-24 LCAP, development of the 2024-25 LCAP and the budget at each meeting</p> <p>Feedback provided during consultation:</p> <ul style="list-style-type: none"> Families would like SGI to continue providing small group instruction and one-on-one support. Families requested additional SEL support Requested electives and enrichments to continue including Art, and Physical Education. A family DEI committee was formed in response to the desire for more inclusive practices for students and families in non-dominant groups, parent committee will be focused on parent education. Middle school parent suggested having accelerated math course for middle school Requested a different curriculum from the current Summit Platform.
<p>SELPA Administrator</p>	<p>Date: May 14, 2024 - Meeting with the SELPA and Director of Student Services</p> <p>Discussion on the 2024-25 LCAP and Goal 1, Action 5 (SpED Action)</p> <p>Feedback provided during consultation:</p> <p>SELPA Administrator (El Dorado Charter SELPA) recommended to add the following to Goal 1, Action 5: under professional learning that SPED leadership/administration participate in the SELPA’s Professional Learning Network meetings held throughout the year as well as CEO council to vote on important happenings and initiatives within the EDCOE Charter SELPA. This recommendation was added.</p>

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

The development of the 2024-25 LCAP Goals, actions and metrics were influenced by the input and feedback provided by our educational partners which includes:

- Goal 1, Action 2: Small Group Instructors (SGI), Self-directed Learning Periods; Summer Boost, a free 4-week academic intervention program will take place in July 2024.
- Goal 1, Action 3: Student Culture Specialists, Mental Health Clinician, SEL curriculum and new SEL curriculum adoption for MS.
- Goal 1, Action 4: Electives and enrichments
- Goal 1, Action 5: SpED Program – SELPA PLN; and CEO Council
- Goal 1, Action 6: Additional academic support for English learners to support with language acquisition. Professional development for teachers to improve EL language proficiency.
- Goal 2, Action 2: Professional Development and Instructional Coaching for teachers; including SEL training to address student behavioral challenges.
- Goal 2, Action 3: New ELA Curriculum (replacing Summit Learning); and new SEL curriculum for middle school.
- Goal 3, Action 1: School Safety and supervision.
- Goal 3, Action 2: Family Affinity Groups

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Yu Ming believes in whole brain and whole heart education grounded on academic excellence, social emotional intelligence, and relational depth. Leveraging science-based pedagogical approaches, we focus on supporting our students to develop the skills and mindsets to lead fulfilled, joyful, and purposeful lives. Yu Ming utilizes universal screeners as part of its MTSS to accurately address student barriers to learning – whether academic, social-emotional, behavioral or mental health and provides targeted tiered intervention/resources to ensure each student can thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline																																
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>+95.9</td> </tr> <tr> <td>Asian</td> <td>+100.7</td> </tr> <tr> <td>White</td> <td>+100.5</td> </tr> <tr> <td>Two or More Races</td> <td>+102.9</td> </tr> <tr> <td>EL</td> <td>+58.6</td> </tr> <tr> <td>SED</td> <td>+73.1</td> </tr> </tbody> </table>	2022-23 ELA CAASPP		Student Group	DFS	All Students	+95.9	Asian	+100.7	White	+100.5	Two or More Races	+102.9	EL	+58.6	SED	+73.1			<table border="1"> <thead> <tr> <th colspan="2">2023-24 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>Maintain DFS>80</td> </tr> <tr> <td>Asian</td> <td>Maintain DFS>80</td> </tr> <tr> <td>White</td> <td>Maintain DFS>80</td> </tr> <tr> <td>Two or More Races</td> <td>Maintain DFS>80</td> </tr> <tr> <td>EL</td> <td>+60</td> </tr> <tr> <td>SED</td> <td>Maintain DFS>70</td> </tr> </tbody> </table>	2023-24 ELA CAASPP		Student Group	DFS	All Students	Maintain DFS>80	Asian	Maintain DFS>80	White	Maintain DFS>80	Two or More Races	Maintain DFS>80	EL	+60	SED	Maintain DFS>70	
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4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	47% Source: 2023 Dashboard			2023-24: 50%																																	
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 38.1% Proficient			2023-24: 40% Proficient																																	

6	Reclassification Rate Source: Dataquest	2022-23: 32.7%			2023-24: 25%																																													
7	Attendance Rate Source: CALPADS	2022-23: 97.06%			2023-24: >96%																																													
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11	Expulsion Rate Source: Dataquest	2022-23: 0%			2023-24: 0%																																													
12	% students participating in	2023-24: 100%			2024-25: 100%																																													

	enrichment or elective course. Source: Master Schedule CALPADS					
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 93%			2023-24: 100%	
14	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 53%			2023-24: 100%	

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

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

Goal Analysis for 2024-25

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

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>As part of the MTSS process, Yu Ming Charter School will administer diagnostic assessments (universal screeners), that will be used to monitor student academic progress; identify strengths, needs to modify instruction; provide academic intervention, and to continue to challenge each student academically, in addition to benchmark, formative, trimester and end of year assessments that provide multiple measures in core academic areas:</p> <p><u>Diagnostic Assessments</u></p> <ul style="list-style-type: none">• English Reading: mCLASS DIBELS K-5• English Reading: STAR Reading G2-8• Math: Renaissance STAR Math K-8	\$70,000	N

		<ul style="list-style-type: none"> • Math & Reading: MAP Growth Gr K-3 (for Yu Ming #2 only) <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • English: Daily or Weekly Exit Tickets K-8 • Chinese: Daily or Weekly Exit Tickets K-8 • Math: Daily or Weekly Exit Tickets K-8 • English Reading: DIBELS progress monitoring every 4-6 weeks K-5 • Chinese: Unit Assessments K-8 • Math: Unit Assessments K-8 • Science: Unit Assessments G6-8 • English: Unit Assessments G6-8 <p><u>Trimester Assessments (End of Each Trimester):</u></p> <ul style="list-style-type: none"> • Chinese Writing: Learning Headquarter writing assessment K-8 • Chinese Reading – Level Chinese G1-8; Character reading Kinder • English Writing: CKLA Writing Assessment K-5 • English Reading: mCLASS DIBELS K-2 • English Reading: STAR Reading G2-8 • Math: STAR Math K-8 • Math: Trimester Interim Assessments on Illuminate K-5 <p><u>End of Year:</u></p> <ul style="list-style-type: none"> • Chinese Listening, Speaking, Reading, Writing, STAMP 4Se: Grades 2, 5 • Chinese Listening, Speaking, Reading, Writing, STAMP 4s: Grade 8 • Math & Reading: MAP Growth Gr K-3 (for Yu Ming #2 only) 		
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	To address learning loss and accelerate learning as needed, Yu Ming Charter School will provide intervention and/or support services to close learning/achievement gaps and ensure students are on track towards grade level mastery:	\$1,055,282	Y

Small Group Instructors (SGI) in Grades K-5 will provide academic intervention through in class small group instruction and pull-out support. Needs are identified through multiple types of assessment data, and an individualized approach is developed for each student with progress monitoring goals.

Middle school teachers in grades 6-8 will provide academic intervention through small group pull-out instruction during SDL (Self-directed learning) periods. During these designated times, while most students are working independently, teachers of math, English, Science and Chinese will pull out students to provide targeted intervention.

Summer Boost, a free 4-week academic intervention program will take place in July 2024. Students who are not proficient in Chinese and English will have the opportunity to receive support from teachers who will provide pull-out support each day for 4 weeks. Additional academic reinforcement and feedback is provided in the classroom during whole group independent work time.

Throughout the year, we will continue to implement Expanded Learning Opportunities Program (ELOP) during our after-school program, intersessions, and summer programming. These opportunities will provide consistent academic support for students during long breaks.

Struggling learners will also have access to adaptive online learning platforms to support with language acquisition and proficiency, reading skills, vocabulary development and math skills:

- English: Boost Reading, K-5 (subscription)
- English: Freckle ELA G3-5 (subscription)
- Math: Khan Kids K-5 (free)
- Chinese: Word Wall and Arch Chinese K-5 (subscription)
- Chinese: Level Learning K-8 (subscription)
- Chinese: Better Immersion K-2 (subscription)
- Chinese: iChinese Reader G1-8 (subscription)
- Chinese: wevideo G6-8 (subscription)

3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>In alignment with Yu Ming Charter School’s MTSS, students have access to a comprehensive suite of services to meet the social-emotional, behavioral, and mental health needs of our students. The Director of MTSS will lead the SEL component of our MTSS, ensuring implementation of the Compass Framework for all students K-8 which includes student badge work and weekly circles. In addition, we will implement Strong Start Circle K-3, Second Step Curriculum K-3, and the Middle School SEL curriculum which we’re currently researching. The Director will oversee the administration of a universal screening tool, SAEBRS (Social, Academic, and Emotional Behavior Risk Screener), which is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior problems. At-risk students will be referred to the Mental Health Clinician to address mental health needs or may participate in social/friendship groups led by the Student Culture Specialist.</p> <p>We will continue to have Self-directed Learning (SDL) blocks in K-2 focused on development of SEL skills in the first part of the year. SLD blocks have two goals in mind: Learning & practicing SEL skills; and setting goals, planning, and reflecting on mastery of goals. In the second half of the year, students, SDL will focus on academic skills.</p> <p>Panorama SEL & TNTP surveys will be administered to assess school climate. Panorama surveys bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.</p>	\$283,660	N
4	BROAD COURSE OF STUDY	<p>Yu Ming Charter School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, Physical Education) that include the following:</p> <ul style="list-style-type: none"> • For Gr K-8: VAPA, Choral & Instrumental Music 	\$80,585	N

		<ul style="list-style-type: none"> • For Gr. 5: Design Lab • For Gr. 6-8: Design Lab, Service Learning (G7 Chinese), Contemporary China (G8 Chinese), Graduate Defense (G8 Chinese), SEL & Diversity Studies (G6-8), and Coding (6-8) 		
5	SERVICES TO SUPPORT SWD	<p>El Dorado Charter is the SELPA provider for Yu Ming’s Charter School. The Director of Student Support Services (SPED Director) will ensure IEP timelines and related services are addressed and communicated with parents.</p> <p>The SPED Team comprised of Director of Student Services, Education Specialists, School Psychologist, Behavior Aides, and contracted services will provide all required services to SWD to ensure the academic, social-emotional, and behavioral needs are met, and support services are provided.</p> <p>The SPED team will participate in professional learning from its SELPA to improve student academic outcomes and accelerate student learning. Yu Ming will offer an Extended School Year (ESY) to address learning loss.</p> <p>The SPED team will provide increased support and education for parents of SWD including information about; What is SPED, who is it for? Pathways to educational support, and a comprehensive SPED orientation. This is to help parents understand the full continuum of MTSS and the services that are available to them.</p> <p>In addition to these training opportunities, SPED leadership/administration and general education administration will begin to participate in alternative dispute resolution training opportunities through the EDCOE Charter SELPA and the Pathways 2 Partnership program. Some potential exploration areas include facilitated IEPs, navigating and preventing conflict, Admin Designee training, etc. To do this, SPED leadership/administration will continue to collaborate with the SELPA Program Specialist to learn what trainings are offered throughout the year, and what would be most appropriate for the team to engage in. Yu Ming’s SPED leadership/administration will participate in the SELPA’s Professional Learning Network meetings held throughout the year as well as CEO council to vote on important happenings and initiatives within the EDCOE Charter SELPA.</p>	\$1,367,023	N

6	STRENGTHENING EL PROGRAM & SERVICES	<p>Yu Ming will continue to strengthen the delivery of integrated and designated English Language Development (ELD), to accelerate learning, strengthen foundational skills, maintain a high EL reclassification rate and increase the percentage of students making progress towards English language proficiency as measured by the English Learner Progress Indicator (ELPI).</p> <p>The Designated ELD teacher will provide targeted academic support through small group and one-on-one instruction to improve English language acquisition. Yu Ming will increase the frequency of designated ELD pull out groups to ensure more English Learners are making adequate progress toward English proficiency. Additionally, we will provide additional designated ELD support to English Learners during afterschool Expanded Learning Opportunities Program (ELOP).</p> <p>English and ELD teachers will participate in professional development on integrated and designated ELD standard, evidence-based strategies to support ELs, integration of ELD into our ELA curriculum, implementation of ELD curriculum and the ELPAC assessments.</p> <p>English learners will use the following curriculum and resources to support English language acquisition: Amplify Language Studio K-5, Link to Literacy (G6-8), an online standards-aligned ELD curriculum, that has structured language practice resources, and Summative ELPAC practice tests.</p>	\$51,015	N
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Goal

Goal #	Description	Type of Goal
2	Continue to provide educators and support staff with robust professional learning opportunities, and instructional coaching on the CA Academic content standards, and evidence-based strategies that supports our Chinese Immersion educational program through student-centered/student driven learning experiences that will prepare all students to strive/excel as biliterate critical thinkers, problem solvers, community minded, diligent, and independent learners, and innovators in an ever-changing Global world.	Broad

State Priorities addressed by this goal.

<p>Priority 1: Basic</p> <p>Priority 2: Implementation of the State Standards</p>

An explanation of why the LEA has developed this goal.

<p>Continue to provide professional learning opportunities and instructional coaching for teachers, support staff and leadership to address the diverse learning styles, and multilingualism needs of our students, improve student outcomes and close achievement gaps.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
15	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 48.5%			2022-23: 52%	
16	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%			2024-25: 100%	

17	<p>Implementation of the State Academic content & performance standards for all students & enable ELs access.</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)</p>	<p><u>2023-24</u></p> <p>ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 5 World Language: 5</p>			<p><u>2024-25:</u></p> <p>ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 5 World Language: 5</p>	
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Goal Analysis for 2024-25

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

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>Yu Ming Charter School will employ a Chief Executive Officer, 3 Principals, and appropriately credentialed teachers as part of the school’s base educational program.</p> <p>Yu Ming Charter School will provide its students with a longer school day, and longer school year: 185 instructional days which exceeds the CA state requirement of 175 instructional days.</p>	\$5,698,186	N
2	PROFESSIONAL DEVELOPMENT	<p>An essential component of Yu Ming Charter School’s success is the robust professional learning opportunities provided to teachers, support staff and administrators, aligned to schoolwide initiatives, identified staff and student needs, and identified by our educational partners.</p> <p>For the 2024-25 school year, professional Development for educators will be led by the Director of Academics and the Chief Academic Officer. All educators will participate in robust evidence-based professional development starting with 4 days of intensive Summer Professional Development in preparation for the 2024-25 academic school year, an additional two non-instructional days, and biweekly during the academic year. Summer professional development will focus on data analysis, instructional planning and DEI. All new teachers will participate in three additional days for New Staff orientation focused on learning the Yu Ming model, research-based instructional practices, PBIS, DEI and curriculum planning.</p> <p>The areas of focus for professional development include:</p> <ul style="list-style-type: none"> • Core 3 Instructional Practices: Culture, Rigor, Data 	\$866,112	N

- Amplify CKLA (Core Knowledge Lang Arts)
- DIBELS (English Assessment)
- CCSS ELA & Chinese Language Arts
- Chinese Skills Reading (Guided Reading)
- Graduate Profile
- Student Agency
- Student led conferences
- Graduate Defense
- Data Driven Instruction
- Culturally Responsive Teaching
- Anti-Bias Anti Racism
- Diversity, Equity and Inclusion
- Compass (SEL)
- Strong Start (SEL)
- Second Step (SEL)
- Student Behavior Management
- Standards-based Writing
- SBAC Interim & Summative
- Personalized & Differentiated Instruction
- Wilson Reading Program (SPED)
- RBT Supervision Training (SPED)
- Making Math Real (SPED)

All teachers will receive ongoing instructional coaching by the Principals, Assistant Principals, Director of Academics or Instructional coaches. Teachers will have weekly/biweekly 20m observations and 45m feedback meetings with a coach. Additionally, there will be weekly 5m walkthroughs in classrooms by a subset of coaches, looking for evidence and growth for teachers in Core 3 practices (Culture, Rigor, Data). The weekly walkthroughs will provide opportunities for coaches to align on teacher proficiency levels as they utilize our Coaching Educator's Rubric and Coaching dashboard more effectively so that teachers have a clearer

		<p>understanding of how they are performing at all times using the rubric, and areas of growth.</p> <p>Not-yet-proficient teachers will participate in monthly intensive practice labs to grow their proficiency in Core 3 Instructional Practices of Culture, Rigor and Data.</p> <p>To support teacher effectiveness and credential clearance, Yu Ming Charter School will pay for teacher induction expenses and teacher mentors.</p> <p>Yu Ming will also implement targeted classroom walkthroughs, focused on specific elements of our program (Strong Start Circle, intervention, SDL, Compass Circle), so that teachers can receive feedback and ensure alignment across classrooms, grade levels, and at each school site.</p> <p>The Assistant Principals at each campus will supervise SGIs providing feedback, coaching and professional development to ensure alignment of expectations. Professional development for SGIs will focus on small group instruction, behavior management strategies, and supporting diverse learners.</p> <p>We will provide ongoing coaching to Behavior intervention aides; with release time for coaching and professional development, led by a Board-Certified Behavioral Analyst (BCBA).</p> <p>In addition to coaching, we will continue to evaluate all teachers, SGI's and student support service providers using the Teacher Development and Evaluation System or a role-specific evaluation tool. Educators will set goals, reflect on their growth and receive feedback from their supervisors at least twice during the year: mid-year and end of year.</p> <p>Yu Ming will continue to build capacity among its leadership team. New Principal, Assistant Principals will participate in the Relay Graduate School of Education's Leverage Leadership Institute Workshops. Chief Academic Officer, Director of Academics, Director of Student Support Services, Director of Operations will participate in conferences and workshops aligned to their responsibilities.</p>		
3	CORE CURRICULAR PROGRAM NEEDS	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> • Chinese leveled books and Big Books K-5 	\$179,675	N

		<ul style="list-style-type: none"> • Chinese Content Literature connected to Social Science and Science K-5 • Level Chinese (digital subscription) K-8 • Amplify CKLA K-5 • Science Lab Materials K-8 • Amplify Science Curriculum (G5) • OpenSciEd Curriculum G6-8 • English novel sets G6-8 • New English Curriculum (EL or Fishtank Learning) G6-8 • New SEL Curriculum (nXu or Wayfinder) G6-8 • Illustrative Mathematics Workbooks for G6-8 <p>Yu Ming Charter School will ensure that all students have access to standards aligned curricular and instructional materials.</p>		
4	CLOSING THE DIGITAL DIVIDE	<p>The IT Team will ensure all students have access to a technology device to be able to access curricular, instructional materials and assessments; will provide devices for teachers, including software subscriptions, classroom technology, and cybersecurity software. Additional purchases will be made as identified on the annual needs assessment.</p>	\$389,917	N

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 3: Parental Involvement & Family Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
18	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary			2024-25: Good	
19	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase;	<u>2023-24:</u> 9.5 10.5 11.5 12.5			<u>2024-25:</u> 9.5 10.5 11.5 12.5	

	<p>2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool.</p>				
20	<p>Parent participation in programs for UP & SWD. (Questions 1-4)</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool</p>	<p><u>2023-24:</u></p> <p>1. 5 2. 5 3. 5 4. 5</p>			<p><u>2024-25:</u></p> <p>1. 5 2. 5 3. 5 4. 5</p>
21	<p>Other Local Measure - Student Survey: Sense of safety & school connectedness</p> <p>Source: Panorama CORE Survey</p>	<p><u>2023-24:</u></p> <p>60% ES; 62% MS Sense of Safety 74% ES; 57% MS School connectedness</p>			<p><u>2024-25:</u></p> <p>61%ES; 63% MS Sense of Safety 75% ES; 58% MS School connectedness</p>
22	<p>Other Local Measure - Parent Survey: Sense of safety & school connectedness.</p>	<p><u>2023-24:</u></p> <p>88% Sense of Safety 96% School connectedness</p>			<p><u>2024-25:</u></p> <p>89% Sense of Safety >90% School connectedness</p>

	Source: Panorama Family Engagement Survey					
23	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: TNTP Insight Survey	<u>2023-24:</u> 60% Sense of Safety 71% School connectedness			<u>2024-25:</u> 61% Sense of Safety 72% School connectedness	

Goal Analysis for 2024-25

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

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>Ensuring a safe, welcoming, and positive school climate is critical to student well-being and learning. Yu Ming Charter School will provide students with opportunities to engage in outdoor learning experiences through field trips, to further enhance the learning process, deepen student engagement and motivation; and promote student performances and assemblies.</p> <p>The School Safety Plan will be reviewed, revised and discussed staffwide including emergency drills that will take place, school supervision staff, implementation of Raptor Visitor Management System. Hearing and vision screenings will be provided as required by state law.</p>	\$723,965	N
2	PARENT INPUT IN DECISION-MAKING	<p>Yu Ming Charter School provides parents (including families representing Unduplicated Pupils (UP) and Students with Disabilities) opportunities to serve on decision-making committees that include:</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC • English Learner Parent Advisory Committee (EL-PAC) - CA EC 52062(a)(2) – if applicable • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • FSO Council/Family Affinity Groups <p>Yu Ming Charter School also have parent representatives serving on the governing board.</p> <p>Interpreter services are available upon request.</p>	\$0	N

3	<p>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION</p>	<p>Yu Ming Charter School will provide parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child’s education.</p> <p>The Family Engagement and Outreach Coordinator continues to support under-represented/low-income families to ensure high family participation, clarification of academic resources available to support their child, ensure access to technology, to name a few. Yu Ming has established Family Affinity Groups that build community and inclusion for under-represented families. The Family Engagement and Outreach Coordinator facilitates affinity groups (Black, LGBTQ+, English learners, Latinx, SWD) to further build communities of support within the school.</p> <p>Yu Ming’s staff will continue to communicate with families using the ParentSquare app.</p> <p>All correspondence sent to families/guardians will be provided in English and translated to Spanish and Mandarin, as identified by our (primary) language survey and the “15% and above translation needs.” Interpreter services are available upon request.</p>	\$100,268	N
4	<p>MAINTAINING SAFE & CLEAN SCHOOL FACILITIES</p>	<p>Yu Ming Charter School strives to provide all students and staff with safe and clean school facilities.</p> <p>Annually, Yu Ming Charter School will complete the Facility Inspection Tool (FIT) report for each site. Results will be reported annually on the SARC, Local Indicators Report and LCAP. Issues and/or findings will be addressed in a timely manner.</p>	\$1,434,106	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$645,438	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.51%	0%	\$0	6.51%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	As requested by our educational partners, there is a need to ensure Unduplicated Pupil (English Learners and Socioeconomically Disadvantaged) learning gaps are met with additional academic intervention.	Small Group Instructors (SGI) in Grades K-5 will provide academic intervention through in class small group instruction and pull-out support. Needs are identified through multiple types of assessment data, and an individualized approach is developed for each student with progress monitoring goals. SGIs in classrooms are needed to provide additional tiered support in the classroom on a schoolwide basis.	The metrics that will be used to monitor effectiveness: <ul style="list-style-type: none"> #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

To address learning loss and accelerate learning as needed, Yu Ming Charter School will provide intervention and/or support services to close learning/achievement gaps and ensure students are on track towards grade level mastery:

Small Group Instructors (SGI) in Grades K-5 will provide academic intervention through in class small group instruction and pull-out support. Needs are identified through multiple types of assessment data, and an individualized approach is developed for each student with progress monitoring goals.

Middle school teachers in grades 6-8 will provide academic intervention through small group pull-out instruction during SDL (Self-directed learning) periods. During these designated times, while most students are working independently, teachers of math, English, Science and Chinese will pull out students to provide targeted intervention.

Summer Boost, a free 4-week academic intervention program will take place in July 2024. Students who are not proficient in Chinese and English will have the opportunity to receive support from teachers who will provide pull-out support each day for 4 weeks. Additional academic reinforcement and feedback is provided in the classroom during whole group independent work time.

Throughout the year, we will continue to implement Expanded Learning Opportunities Program (ELOP) during our after-school program, intersessions, and summer programming. These opportunities will provide consistent academic support for students during long breaks.

		SGIs in classrooms are needed to provide additional tiered support in the classroom on a schoolwide basis. Providing Summer Boost Intervention and ELOP on a schoolwide basis is essential to close achievement gaps and ensure all students exceed academic expectations and are biliterate.	
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Limited Actions

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

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 11,111,008.00	\$ 11,598,139.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Admin & Educators that Support the ED Program	No	\$ 5,349,887	\$ 5,385,736
1	2	Measuring Student Progress-Assessments	No	\$ 66,000	\$ 50,448
1	3	Addressing Academic Needs to Accelerate Learning	No	\$ 567,702	\$ 540,818
1	3	Addressing Academic Needs to Accelerate Learning	Yes	\$ 199,488	\$ 205,000
1	4	Maintaining Safe & Clean School Facilities	No	\$ 1,244,455	\$ 1,617,450
1	5	Broad Course of Study	No	\$ 210,424	\$ 228,733
1	6	Addressing Social-Emotional & Behavioral Student Needs	No	\$ 319,592	\$ 319,592
1	6	Addressing Social-Emotional & Behavioral Student Needs	Yes	\$ 167,432	\$ 167,432
1	7	Services to Support SWD	No	\$ 1,189,673	\$ 1,295,092
2	1	Professional Development	No	\$ 436,165	\$ 436,165
2	1	Professional Development	Yes	\$ 134,430	\$ 134,430
2	2	Strengthening EL Programs & Services	Yes	\$ 39,445	\$ 39,445
2	3	Core Curricular Program Needs	No	\$ 75,347	\$ 168,410
2	4	Closing the Digital Divide	No	\$ 271,513	\$ 168,381
3	1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	No	\$ 734,303	\$ 735,855
3	2	Parent Input in Decision Making	No	\$ 7,000	\$ 7,000
3	3	Opportunities Provided to Support Parent Engagement & Participation	No	\$ 98,152	\$ 98,152

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 544,842	\$ 540,795	\$ 546,307	\$ (5,512)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	3	Addressing Academic Needs to Accelerate Learning	Yes	\$ 199,488	\$ 205,000.00	0.00%	0.00%
1	6	Addressing Social-Emotional & Behavioral Student Needs	Yes	\$ 167,432	\$ 167,432.00	0.00%	0.00%
2	1	Professional Development	Yes	\$ 134,430	\$ 134,430.00	0.00%	0.00%
2	2	Strengthening EL Programs & Services	Yes	\$ 39,445	\$ 39,445.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 8,937,697	\$ 544,842	0.00%	6.10%	\$ 546,307	0.00%	6.11%	\$0.00 - No Carryover	0.00% - No Carryover

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 9,911,515	\$ 645,438	6.512%	0.000%	6.512%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 9,790,570	\$ 2,150,584	\$ -	\$ 358,639	\$ 12,299,793.12	\$ 9,665,321	\$ 2,634,472

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	No				Ongoing	\$ -	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	\$ 70,000	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	YMCS	Ongoing	\$ 1,014,032	\$ 41,250	\$ 645,439	\$ 409,843	\$ -	\$ -	\$ 1,055,282	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No				Ongoing	\$ 276,120	\$ 7,540	\$ 125,882	\$ -	\$ -	\$ 157,778	\$ 283,660	0.000%
1	4	BROAD COURSE OF STUDY	All	No				Ongoing	\$ 80,585	\$ -	\$ -	\$ 80,585	\$ -	\$ -	\$ 80,585	0.000%
1	5	SERVICES TO SUPPORT SWD	SWD	No				Ongoing	\$ 1,288,023	\$ 79,000	\$ -	\$ 1,166,161	\$ -	\$ 200,862	\$ 1,367,023	0.000%
1	6	STRENGTHENING EL PROGRAM & SERVICES ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	English Learners	No				Ongoing	\$ 51,015	\$ -	\$ 51,015	\$ -	\$ -	\$ -	\$ 51,015	0.000%
2	1	PROFESSIONAL DEVELOPMENT	All	No				Ongoing	\$ 5,623,186	\$ 75,000	\$ 5,277,808	\$ 420,378	\$ -	\$ -	\$ 5,698,186	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No				Ongoing	\$ 785,612	\$ 80,500	\$ 792,496	\$ 73,616	\$ -	\$ -	\$ 866,112	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No				Ongoing	\$ -	\$ 179,675	\$ 179,675	\$ -	\$ -	\$ -	\$ 179,675	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No				Ongoing	\$ 271,817	\$ 118,100	\$ 389,917	\$ -	\$ -	\$ -	\$ 389,917	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No				Ongoing	\$ 118,719	\$ 605,246	\$ 723,965	\$ -	\$ -	\$ -	\$ 723,965	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No				Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No				Ongoing	\$ 92,418	\$ 7,850	\$ 100,268	\$ -	\$ -	\$ -	\$ 100,268	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No				Ongoing	\$ 63,795	\$ 1,370,311	\$ 1,434,106	\$ -	\$ -	\$ -	\$ 1,434,106	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 9,911,515	\$ 645,438	6.512%	0.000%	6.512%	\$ 645,439	0.000%	6.512%	Total:	\$ 645,439
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 645,439

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	ADDRESSING ACADEMIC NEEDS TO AC	Yes	Schoolwide	All	YMCS	\$ 645,439	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:

- The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496* in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

- Language acquisition programs, as defined in *EC* Section 306, provided to students, and
- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the

increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the

amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the

entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

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

- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

