

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Yu Ming Charter School	Sue Park, Head of School	spark@yumingschool.org 510.452.2063	June 18, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Yu Ming Charter School provides all students in grades K-8 with a rigorous standards-aligned dual-immersion (English/Mandarin Chinese) educational program. Our school nurtures our inclusive and diverse community to become empowered, engaged and outstanding global citizens.

On March 4, 2020, Governor Gavin Newsom declared a [State of Emergency](#) to help the state prepare for broader spread of COVID-19. This prompted the Leadership Team at Yu Ming Charter School to research and develop a **Distance Learning Plan**; identify Professional Development Needs for our teachers; Implement a Technology Needs Assessment; reconfigure staff roles and responsibilities and identify resources for students and families.

On March 13th – the last day of instruction, teachers had prepared physical instructional materials (workbooks, textbooks) that were sent home with students. Our school's Administration communicated with the entire teaching staff that Yu Ming Charter School would be implementing Google Classrooms by as our platform for delivering Distance learning 2.0. On March 16th, teachers were on-site the first day of the school closure, working in their classrooms, to setup their Google Classrooms that would be launched to students and families.

Our Leadership team researched effective models, resources and platforms to design the school's Distance Learning Plan and launch Distance Learning 1.0 and 2.0. Our entire teaching staff and instructional support team participated in 2-days of **Professional Development** and planning to launch Distance Learning 1.0; followed by an additional 2-days to launch 2.0. Teachers continued to

participate in professional development during school closure weekly that focused specifically on distance learning, digital apps and effective strategies to engage and motivate students.

A **technology needs assessment** was developed to identify which students would need a school-issued device, access to internet and headsets. On March 17th, Chromebooks, headsets, Wi-Fi hotspots, and information for [accessing free internet service](#) was distributed to families. Our office provided tech support to ensure all students/families could successfully access learning platforms.

By March 18th, Yu Ming Charter transitioned to Distance Learning which teachers provided both **synchronous** and **asynchronous** instruction. Students accessed coursework on the "[Student Learning Page](#)." This site provided teacher contact information, daily class schedules, distance learning resources, daily assignments, and login instructions. Each student's schedule detailed both synchronous and asynchronous instruction with the purpose of providing structures to keep students focused, engaged, and motivated in self-directed distance learning.

The transition to Distance Learning required the following modifications to select course offerings:

- Design Lab (grades 5-8) was combined with Art Enrichment.
- Math Board Games, Journalism and Theatre were cancelled
- Clubs and organizations were cancelled
- **Field Trips:** were cancelled as a result of school closure and the governor's stay-at-home orders.
- School Performances and Exhibitions of Learning were cancelled

For **Students with Disabilities:** Education Specialists supported teachers and students during Distance Learning by providing modifications/accommodations and small group instruction for students with IEPs. Teachers utilized Google Classroom, and Zoom meetings to teach guided lesson; and differentiated instruction through distance learning. The SPED Team provided instruction and supports using Zoom meetings; including small group and individual instruction to meet the student's learning needs and IEP goals. IEP, SST 504 meetings continued over Zoom and IEP timelines were established. The Behavior Intervention Specialist provided mindfulness groups for students in K-2 that required social-emotional support.

The major **impact that school closure** had on our **students** varied by student/household. For some who lacked structure, focus, and continuity in their daily lives, distance learning was isolating, and/or overwhelming, and struggled to stay on track. For family's distance learning has been challenging and stressful, especially for families who experienced job and/or food insecurity, those that had to balance work and supporting their child academically.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Approximately 19% of students at Yu Ming Charter School are Unduplicated Pupils (English Learners, Low Income, Foster Youth). The following is a description of the additional services our school provided to meet the needs of our Unduplicated Pupils (UP). The Leadership Team in collaboration with support staff communicated regularly to assess and document student needs and ensure appropriate supports and resources were provided in a timely manner.

For **English Learners**: Teachers provided Integrated ELD instruction in addition to small group reading instruction during Zoom meetings. English teachers provided an additional session for ELs in 1:1, or small group setting. The ELD teacher provided designated ELD and developed activities based on ELPAC levels, that included all modes of language learning (listening, speaking, reading and writing). Translated materials were provided for non-English speaking parents. The ELD teacher also held office hours to provide additional academic support/intervention for English Learners.

ELD teachers contacted families to ensure they were aware of the activities and coursework students were expected to participate and complete; including choice board activities that were translated to Chinese Mandarin.

All **Unduplicated Students** were provided with a technology device to access instructional materials; Wi-Fi Hotspot or a list of resources for acquiring internet service at home. Our school's website provided [links to resources](#) including financial, medical, legal, food/meal and housing.

Teachers, school psychologist and Family Liaison contacted families who were identified with **social-emotional** concerns to provide support and/or resources. The Family Liaison conducted follow-up calls with these families. Yu Ming developed a COVID Relief Fund Distribution Plan based on the needs assessment prioritizing families that were financially impacted the most as a result of COVID-19.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

The primary goals of **Distance Learning** for Yu Ming Charter School are:

- Enable students to progress toward their major learning goals.
- Sustain the Yu Ming community through support, connection, and care. Students/families would access the "[Student Learning Page](#)" from the school's website.

Yu Ming teachers provided both *synchronous* and *asynchronous* instruction. Students in grades K-5, accessed coursework on the "[Student Learning Page](#)." This site provided teacher contact information, daily class schedules, distance learning resources, daily assignments, and login instructions. Each student's schedule detailed both synchronous and asynchronous instruction with the purpose of providing structures to keep students focused, engaged, and motivated in self-directed distance learning. The following is a description of our school's delivery of high quality distance learning opportunities that were provided to our students:

- **Google Classroom:** asynchronous instruction through pre-recorded videos
- **Zoom meetings** for synchronous instruction for whole-group and small group instruction (content instruction and Advisory Circle); also used for one-on-one check-ins and Mentor Time (for middle school)
- **Chinese instruction** took place via Zoom. Teachers monitored student participation on various platforms.
- **Curricular and Supplemental Programs:**
 - Chinese Level Chinese, Better Immersion, JoyReader, Ponnddy, Quizlet
 - Math/Science: Zearn, Khan Academy, eSpark, Discovery Education, Freckle, BrainPop, Mystery Science
 - ELA: NewsELA, Epic, BrainPop, RazKids, Lexia Core5
 - Edtech Tools: PearDeck, Kahoot, Seesaw, Youtube Videos
- **Attendance** was taken daily by teachers and during all small group instruction meetings. When students missed class for 2 or more days, teachers would contact families to check-in and identify if additional supports were needed.
- **Weekly Check-ins:** were conducted by teachers and support staff through video conferences to check-in.
- Distance Learning Assistants – contacted families when a student was absent/missed a class; and ensured they registered for small group instruction.
- **K-1** – Some families were provided with pre-recorded videos and 4 live small groups and community building time weekly.
- **Teacher Office Hours** – provided small group and one-on-one instruction for students
- **Assignments:** teachers and instructional support team reviewed and provided feedback on all assignments on a daily/weekly basis and followed-up with students during synchronous instruction.
- **Family Resource Liaison:** was tasked with conducting regular check-ins with low-income families approximately twice per week to ensure student academic needs are being met, and provide school/community resources to meet [Medical](#), [Mental Health](#), [Financial Assistance](#), [Legal Services](#), [Housing](#), etc.
- Classroom teacher provided **weekly updates** to each family via Parent Square.
- Daily Morning welcome message via Zoom

Academic support for students were provided by teachers during office hours, small group instruction, and during guided reading. The Teacher Assistants and interns provided small group instruction and one-on-one instructional sessions with struggling students. A distance learning assistant was placed in each classroom to provide push-in and pull-out academic support including Tier 2 intervention based on student assessment results.

Our school's website also provided an [Access & Crisis Helpline](#) that was open 24 hours per day, 7 days a week. In addition, our school provided families with the [California Parent and Youth Helpline](#) that provides support and resource referrals to parents and youth during the COVID-19 pandemic, 7 days per week from 8am -8pm. The contact information and link was provided to all families and was posted on our school's website.

Every teacher developed a **personalized daily schedule** that included both synchronous and asynchronous instruction, planning time, meetings and breaks. Personalized daily schedules were an essential component so that our teachers could effectively implement a work/life balance while teaching from home.

We developed a **multi-tiered family support** process as a result of distance learning comprised of school staff including teachers, Family Resource Liaison, and the Leadership team for the purpose of collaborating and providing targeted and streamlined support to families in need. A family support tracker was developed to document family support requests and how those issues were resolved. We used this data to identify patterns, and take a pro-active approach to support families effectively and efficiently. A technology support hotline was implemented to support those who struggled with accessing online platform. Our staff distributed hard copies of assignments, for families that requested this service

The Principals and Head of School hosted multiple Zoom meetings to **communicate with parents** and gather feedback on their distance learning experiences and challenges as well as, accessibility to high quality instructional materials. The Distance learning Assistant Team provided additional support for staff by contacting families when their child was absent, not participating in distance Learning, and also provided tech-support for families. The Director of Student Supports trained all staff on check-in protocols for students experiencing anxiety using the [Check-in Protocol worksheet](#) with discussion prompts.

The Administrative Team communicated with families on a regular basis using Zoom meetings, Parent Square, phone calls, and announcements on the school's website. Each teacher contacted families daily to ensure students understood their schedule, and were able to access all instructional and curricular materials virtually. Teachers also held office hours to provide academic support, and address parent needs/concerns.

After 3-weeks of Distance Learning, a family survey was administered to measure the effectiveness of our transition, identify strengths and needs:

- 96% agreed they were satisfied with the school's Distance Learning Program
- 60% agreed that their child's schedule is structured well for the student and family.
- 62% agreed that parents knew how to access what their child needs for distance learning.

As a result of these findings our staff expanded Zoom meetings with students in grades 2-8 to include K-1 students. Zoom meetings served to build community with their peers. Teachers were also tasked with conducting daily check-ins with families in the morning to ensure they were clear on expectations, assignments and deadlines for student work.

Extensive cleaning per CDC guidelines have taken place for both school campuses; and Personal Protective Equipment (PPE) and cleaning supplies have been ordered in preparation for school opening. The Leadership Team is currently developing a schoolwide plan for reopening using the recommendations from the [CDE's Guidebook for the Safe Reopening of CA Public Schools: Strong Together](#).

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Yu Ming Charter School did not provide meals at our school sites. However, we provided all families with a list of 12 school sites within Oakland Unified School District that provided free "[Grab and Go](#)" breakfast and lunch meals via curbside, in a non-congregate setting for all students. The list of sites, locations and hours were provided to all families and listed on our [school's website](#). In addition, the availability of meal services were communicated to families by our school staff including the Family Resource Liaison, during regular check-ins, and virtual meetings with parents.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hour.

Yu Ming Charter School notified families of resources where they could seek and arrange for supervision of students during ordinary school hours. The notification letter with links to resources for Child Care for Essential Workers during COVID-19 Response was also

uploaded to the [school's website](#) under COVID-19 Resources as a result of the Governor's [Executive Order N-45-20](#). To date, no families have requested supervision of their child during school hours. Our school was unable to provide for supervision of students during ordinary school hours because our entire staff was providing support services for students via distance learning.

California Department of Education
May 2020

