

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yu Ming Charter School	Sue Park, Head of School	spark@yumingschool.org 415.314.9535

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Yu Ming Charter School provides all students 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. 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.

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 as our platform for delivering our instructional program through distance learning. On March 16-17, teachers were on-site for the first two days of school closure to receive professional development, create instructional schedules for daily synchronous and asynchronous teaching, and 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 (March 18) and 2.0 (April 13). 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 technology support to ensure all students/families could successfully access learning platforms.

By March 18th, Yu Ming Charter School transitioned to Distance Learning with teachers providing both **synchronous** and **asynchronous** instruction. Students accessed coursework through Class Learning Pages which 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. Through the use of video conferencing, teachers, and para-educators were able to interact with students individually and in small groups.

The major **impact that school closure** had on our **students** varied by student/household. For some in the lower elementary grades, distance learning was isolating, and/or overwhelming, and a few students struggled to stay on track. These students received additional touch points with Teachers, Administrators, or Distance Learning Assistants. For many families the COVID-19 pandemic has been challenging and stressful, especially for families who experienced job and/or food insecurity, and those that had to balance work and supporting their child academically when our school campuses were forced to close in March 2020.

Throughout the closure, our staff has involved students, families and staff in decision-making through surveys, Town Halls, Virtual Meetings, and Board Meetings which has led our team to develop, communicate and implement plans for a smooth and efficient reopening of our school on August 17, 2020.

Yu Ming has begun the school year in distance learning since the county is on the State's County Monitoring List. Alameda County was placed on the State's Monitoring List on July 12 due to a COVID-19 case rate above 100 per 100,000 residents over a 14-day period. Until Alameda County is off the State Monitoring List for 14 consecutive days, all Alameda County schools may only provide distance learning to their students. We continue to stay in close communication with families who will be kept well-informed of when Alameda County Office of Education and Alameda County Public Health Department will permit schools to open.

As Yu Ming continues to navigate the impact of COVID-19, we remain committed to supporting our students' well-being and academic growth. We have designed a virtual distance learning plan to serve our students at the start of the school year and a hybrid learning plan which will be a combination of on-campus learning and distance learning. Our hybrid learning plan will be implemented once we are able to open our doors to students under state and county guidance. Both models strive to reflect our four

model pillars (Academic Excellence, Mandarin Immersion Leadership, Whole Child Education, Diverse Equitable Inclusive Community) and replicate the anchors of our classroom-based model which is relationship-driven and personalized.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Yu Ming Charter School has implemented multiple strategies for students, families, educators, staff, and the governing board to provide input into the development of the Learning Continuity and Attendance Plan. Robust efforts have been made since the school's closure in March as a result of COVID-19. The learning models developed through this process maintain the same high quality, rigorous instruction from teachers using the state content standards, identification of student learning gaps, attention to social-emotional needs and tiered intervention support for students who need additional social-emotional and/or academic support.

Extensive outreach has been conducted to inform and elicit feedback from stakeholders through public communication methods including surveys, website, social media, focus groups, advisory groups, Town Halls, Board Committees, and public meetings. They include:

- Family Surveys administered end of March 2020; and again, in June 2020; Panorama Back-to-School Survey
- Staff Surveys: TNTP COVID-19 Survey; Compass SEL Survey; Staff Summer Survey July 2020; Panorama Back-to-School Survey
- Student Surveys: TNTP COVID-19 Survey; Compass SEL Survey; Panorama Back-to-School Survey
- Student Focus Groups (Spring 2020)
- One-on-One Empathy Interviews with Students, Teachers, Staff, and Families (Spring 2020)
- Recovery to Reinvention (R2R) School Team: consists of 12-15 members of the school leadership, teaching, instructional, operations, support teams, as well as two students and a Family Support Organization Co-Chair. The R2R met four times during the summer; and will continue to meet during the 2020-21 school year. Meetings: June 12th, June 25th, July 15th, July 28th, ongoing in 2020-2021 school year.
- COVID-19 Response & School Reopening Task Force: consists of 4-6 members of our Board and family community who have expertise in areas that will support the school in monitoring our Covid-19 response and school reopening planning. This task force will continue to meet during the 2020-21 school year.
- Town Hall Virtual Meetings: May 13th, June 17th, July 24th, & August 13th
- Coffees with School Leadership (Virtual Zoom meetings) with Head of School and Principal held bi-weekly starting August 26th

- Board Meetings: March 12th, March 13th, March 19th, April 23rd, May 18th, June 18th, July 23rd to Present.
- Board Enrollment & Diversity Committee: March 25th
- Board Education Committee: March 31st, May 27th, & July 24th
- Board Finance Committee: May 8th, May 27th, June 11th
- Board Governance Committee: May 8th, July 8th
- Board Fund Development Committee: July 10th

Our stakeholder groups will continue to meet throughout the year with a member of the staff or leadership team to ensure our learning models are enabling success for all our students including Family Support Organization (FSO), FSO Council, English Learners Advisory Committee (ELAC), Affinity Groups (Alphabet Soup: Families of Students with Special Needs, Families of the African Diaspora, Families with English Learners, Families of the LatinX Diaspora, LGBTQ Families, Muslim Families)

[A description of the options provided for remote participation in public meetings and public hearings.]

Yu Ming Charter School provided the following options for remote participation in public hearings and accessibility:

- Governor’s Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public.
- The Learning Continuity Plan was uploaded to the school’s website at least 72 hours prior to the Public Hearing; and at least 72 hours before the public meeting with the Governing Board for review and to solicit additional feedback.
- Our school provided stakeholders with the date, time and method to participate in the Public Hearing and the Governing Board Meeting remotely via Zoom; and by telephone.
- Our school provided stakeholders opportunities to provide feedback on the Learning Continuity & Attendance Plan prior to the Public Hearing by posting a comment on our school’s website link
- Families were also notified of these dates and the document via ParentSquare.

[A summary of the feedback provided by specific stakeholder groups.]

As the recipients of our educational program, direct feedback from students was essential. In the course of daily interactions with teachers, students expressed both gratitude for the devices provided to them and shared feedback that enabled Yu Ming to make ongoing refinements and improvements to our distance learning program delivery. In Spring 2020, after student and families survey,

focus group, and empathy interviews with our youngest students in Kindergarten and Grade 1 needed small group opportunities to interact with their peers during instruction in addition to one-on-one check ins with teachers.

Insights from the June 2020 Family Stakeholder Survey reported the following with 400 households out of 487 enrolled students participating:

- 92% families felt supported/very supported during distance learning
- 86% agreed/strongly agreed they were satisfied with their child's distance learning experience
- Students in grades K-1 struggled with distance learning compared with older students
- 17% of families would like their child's education for the 2020-21 school year to be completely distance learning
- When surveyed on the hybrid learning scenarios:
 - 13% preferred an AM/PM scenario (with 72% preferring AM and 16% preferring PM)
 - 43% preferred a combination of 2-3 days of in-person and 2-3 days of distance learning
 - 19% preferred in-person instruction every other day
 - 19% preferred 1-week in-person; 1-week distance learning rotation

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Stakeholder feedback significantly influenced the development of the Learning Continuity & Attendance Plan. The distance learning model for grades K-1 now includes daily small group classes in addition to daily synchronous instruction.

As soon as it is safe to open, Yu Ming will transition to a Phase 2 Hybrid Model which will include 4 days of in-person instruction and 1 day of distance learning (synchronous/asynchronous instruction) for grades K-1. The schedule for students in grades 2-8 will include 3 days of distance learning (synchronous/asynchronous instruction) and 2 days of in-person instruction so that social distancing and stable cohort guidance can be implemented.

Social emotional learning programs such Compass curriculum lessons and Circles for all students and faculty in Grades K-8, Friendship Groups for Kindergarten to Grade 1, Enrichment Classes in Art, Music, and PE for Grades K-8 will continue during both the 100% Distance Learning Model (Phase 1) and the Hybrid Model (Phase 2) as a result of feedback from Stakeholders.

Note: Per SB98 - all students will participate in daily synchronous instruction during distance learning.

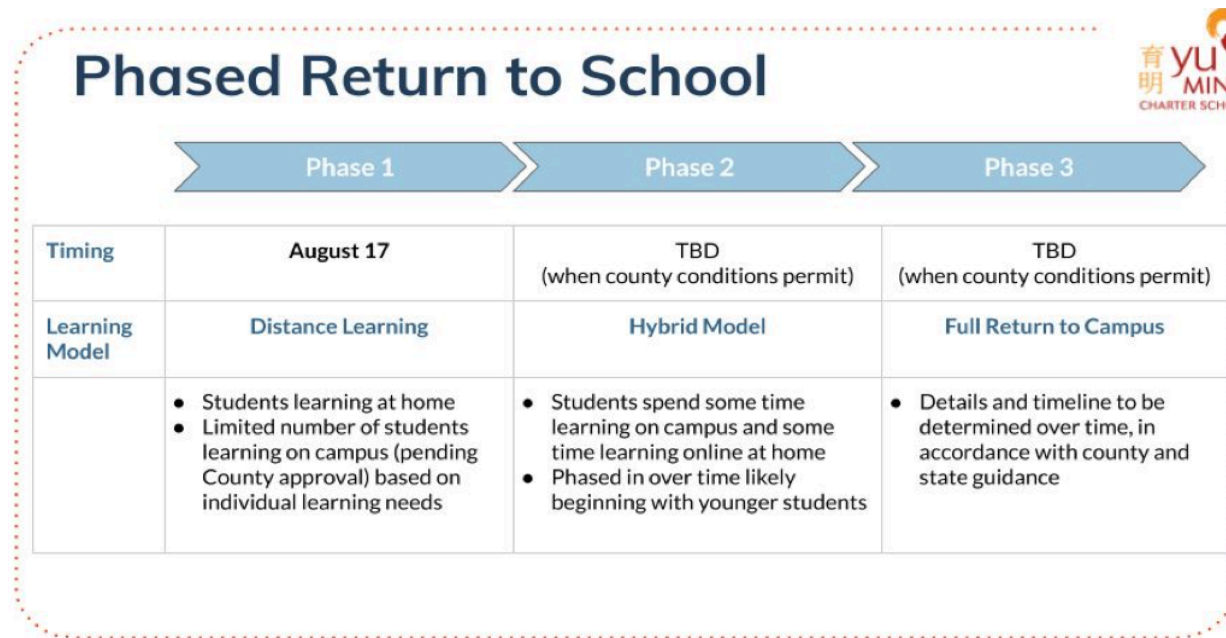
Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Yu Ming Charter School is situated in the County of Alameda, which currently is on the [State’s County Monitoring List](#) due to COVID-19 case rate that exceeds 100 per 100,000 residents. YMCS is following the Alameda County Public Health Department and Alameda County Office of Education guidelines on providing in-person instruction. Therefore, YMCS started the 2020-21 school year on August 17th, with a 100% Distance Learning (Virtual) Model.

YMCS has designed 3-phase approach of transitioning from a Distance Learning Model (Phase 1) to a Hybrid Model (Phase 2).



Yu Ming Graduate Profile



Know 知

Beyond mastering content, Yu Ming graduates know themselves deeply through engaging in regular reflection throughout their eight years. They learn to leverage their gifts, develop strategies to address their areas of struggle, and they are constantly asking how they and the world are different with new knowledge and experiences.
[Transcend Leaps: Affirmation of Self & Others]

Connect 合

Yu Ming graduates know how to foster and nourish positive and productive relationships with the people around them and demonstrate cultural competence in local and global contexts.
[Transcend Leaps: Connection & Community]

Do 行

Yu Ming graduates know how to examine the world around them, think critically, come to their own conclusions that are justified with evidence, and propose real-world solutions in service of the greater good.
[Transcend Leaps: Social Consciousness & Action]

Communicate 通

Yu Ming graduates are fluent communicators on many levels. Not only are they bilingual and biliterate, but they also are able to use words and language powerfully to impact a diverse range of audiences through multiple modalities

Staff who must come on campus in order to perform their jobs will adhere to the following guidelines:

COVID Control Plan (from School Site Safety Plan, COVID Addendum)

1. Adjust operations to slow the spread:

- Employees who have COVID-19 symptoms should notify their supervisor and stay home as directed.
- Sick employees should follow CDC-recommended steps for self-quarantine. Employees should not return to work until the criteria to discontinue home isolation are met, in consultation with their supervisor, local health departments and healthcare providers.
- Employees who appear to have symptoms upon arrival at work or who become sick during the day should immediately be separated from other employees, students, and visitors, and sent home.
- Adopt a procedure for the safe transport of an employee who becomes sick while at work. The employee may need to be transported home or to a healthcare provider.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.
- If implementing in-person health checks, conduct them safely and respectfully. Protect the screener using social distancing, barrier or partition controls, or personal protective equipment (“PPE”). However, reliance on PPE alone is a less effective control and is more difficult to implement, given PPE shortages and training requirements.

- Complete the health checks in a way that helps maintain social distancing guidelines, such as providing multiple screening entries into the building.
- Follow guidance from the Equal Employment Opportunity Commission regarding confidentiality of medical records from health checks.
- To prevent stigma and discrimination in the workplace, make employee health screenings as private as possible. Do not make determinations of risk based on race or country of origin or any other protected characteristics, and be sure to maintain confidentiality of each individual's medical status and history.

2. Conduct a Workplace Hazard Assessment:

- Conduct a thorough hazard assessment to determine if workplace hazards are present, or are likely to be present, and determine what type of controls are needed for specific job duties.
- When engineering and administrative controls cannot be implemented or are not fully protective:
 - Determine what PPE is needed for each workers' specific job duties,
 - Select and provide appropriate PPE to the workers at no cost, and
 - Train their workers on its correct use.
- Until lifted, the Governor has ordered that all workers must wear a cloth face covering at work if the hazard assessment has determined that they do not require PPE (such as a respirator or medical facemask) for protection.
 - A cloth face covering contains the wearer's respiratory droplets to help protect their co-workers and others.
 - Cloth face coverings are not considered PPE. They help prevent those who do not know they have the virus from spreading it to others, but do not offer the same level of protection for wearers from exposure to the virus that causes COVID-19 as PPE.
- Remind employees that CDC recommends wearing cloth face coverings in public settings where other social distancing measures are difficult to maintain, especially in areas of significant community-based transmission. Wearing a cloth face covering, however, does not replace the need to practice social distancing.

3. Take action if an employee is suspected or confirmed to have COVID-19 infection:

If it has been less than 7 days since the sick employee has been in the facility, close off any areas used for prolonged periods of time by the sick person:

- Wait 24 hours before cleaning and disinfecting to minimize potential for other employees being exposed to respiratory droplets. If waiting 24 hours is not feasible, wait as long as possible.
- During this waiting period, open outside doors and windows to increase air circulation in these areas.

If it has been 7 days or more since the sick employee used the facility, additional cleaning and disinfection is not necessary. Continue routinely cleaning and disinfecting all high-touch surfaces in the facility.

Follow the CDC cleaning and disinfection recommendations:

- Clean dirty surfaces with soap and water before disinfecting them.

- To disinfect surfaces, use products that meet EPA criteria for use against SARS-Cov-2, the virus that causes COVID-19, and are appropriate for the surface.
- Always wear gloves and other PPE appropriate for the chemicals being used when you are cleaning and disinfecting.
- You may need to wear additional PPE depending on the setting and disinfectant product you are using. For each product you use, consult and follow the manufacturer's instructions for use.

Determine which employees may have been exposed to the virus and may need to take additional precautions:

- Inform employees of their possible exposure to COVID-19 in the workplace but maintain confidentiality as required by the Americans with Disabilities Act (ADA).
- Follow the Public Health Recommendations for Community-Related Exposure and instruct potentially exposed employees to stay home for 14 days, or such period as established by local health order, telework if possible, and self-monitor for symptoms.

Measures to Maintain Healthy Ongoing School Operations

1. Workplace coordinator. Emily Wood, Director of Operations and Strategy will be responsible for COVID-19 issues and their impact at the workplace.
2. Protect employees at higher risk for severe illness through supportive policies and practices. Older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19.
 - Provide options to telework, if available and reasonable.
 - Offer vulnerable workers duties that minimize their contact with students and other employees, if the worker agrees to this.
 - Offer flexible options such as telework to employees where available and reasonable to eliminate the need for employees living in higher transmission areas to travel to workplaces in lower transmission areas and vice versa.
3. Communicate supportive workplace policies clearly, frequently, and via multiple methods. Employers may need to communicate with non-English speakers in their preferred languages.
 - Train workers on how implementing any new policies to reduce the spread of COVID-19 may affect existing health and safety practices.
 - Communicate to any contractors or on-site visitors about changes that have been made to help control the spread of COVID-19. Ensure that they have the information and capability to comply with those policies.
 - Create and test communication systems that employees can use to self-report if they are sick and that you can use to notify employees of exposures and closures.
 - Use a hotline or another method for employees to voice concerns anonymously.
4. Establish policies and practices for social distancing. Where possible and reasonable, alter your workspace to help workers and students maintain social distancing and physically separate employees from each other and from students, such as:
 - Implement flexible worksites (e.g., telework).
 - Implement flexible work hours (e.g., rotate or stagger shifts to limit the number of employees in the workplace at the same time).
 - Increase physical space between employees at the worksite by modifying the workspace.
 - Increase physical space between employees and students (e.g., physical barriers such as partitions).

- Use signs, tape marks, or other visual cues such as decals or colored tape on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.
 - Implement flexible meeting and travel options (e.g., postpone non-essential meetings or events in accordance with state and local regulations and guidance).
 - Close or limit access to common areas where employees are likely to congregate and interact.
 - Prohibit handshaking.
 - Deliver services remotely (e.g., phone, video, or web).
 - Adjust school practices to reduce close contact with and among students — for example, by using larger formal spaces (e.g., auditoriums) or outdoor areas for instruction.
5. Give employees and students what they need to clean their hands and cover their coughs and sneezes:
- Provide tissues and no-touch trash cans.
 - Provide soap and water in the workplace. If soap and water are not readily available, use alcohol-based hand sanitizer that is at least 60% alcohol. Ensure that adequate supplies are maintained.
 - Ideally, place touchless hand sanitizer stations in multiple locations to encourage hand hygiene.
 - Place posters that encourage hand hygiene to help stop the spread at the entrance to your workplace and in other workplace areas where they are likely to be seen. This should include signs for non-English speakers, as needed.
 - Direct employees to visit CDC’s coughing and sneezing etiquette and clean hands webpage for more information
6. Perform routine cleaning:
- Incorporate the Guidance for Cleaning and Disinfecting to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.
 - Routinely clean and disinfect all frequently touched surfaces in the workplace, such as workstations, keyboards, telephones, handrails, and doorknobs.
 - If surfaces are dirty, clean them using a detergent or soap and water before you disinfect them in accordance with Healthy Schools Act protocols.
 - For disinfection, most common, EPA-registered, household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA website. Follow the manufacturer’s instructions for all cleaning and disinfection products (e.g., concentration, application method, and contact time).
 - Discourage workers from using each other’s phones, desks, offices, or other work tools and equipment, when possible.
 - Provide disposable disinfecting wipes so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use.
 - Store and use disinfectants in a responsible and appropriate manner according to the label.
 - Do not mix bleach or other cleaning and disinfection products together. This can cause fumes that could be very dangerous to breathe in.
 - Advise employees to always wear gloves appropriate for the chemicals being used when they are cleaning and disinfecting and that they may need additional PPE based on the setting and product.
7. Perform enhanced cleaning and disinfection after persons suspected/confirmed to have COVID-19 have been in the facility:
- If a sick employee is suspected or confirmed to have COVID-19, follow the CDC cleaning and disinfection recommendations.

8. Minimize risk to employees when planning meetings and gatherings:
- Use videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
 - Cancel, adjust, or postpone large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
 - When videoconferencing or teleconferencing is not possible, hold meetings in open, well-ventilated spaces continuing to maintain a distance of 6 feet apart and wear cloth face coverings.

The Head of School is authorized to implement changes or additions to this addendum in order to ensure compliance with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”) and/or the facts of a specific circumstance, and to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy. The Head of School shall provide the Board with regular updates as to actions taken pursuant to this section.

We will only be open when we have the requisite approvals to reopen our school buildings, and we have implemented the required safety protocols for students and staff.

- Yu Ming will provide Personal Protective Equipment to all staff and students, and all will be expected to wear masks, socially distance, be screened on a daily basis, and participate in regular health and safety protocols.
- We will need ample staff to run our schools. In addition to providing an excellent education, there are known and unknown responsibilities that will need to be taken on (e.g. supporting with new health and safety procedures)
- Based on our plans for in-person school, staff who typically work in bricks and mortar school will be better able to perform their roles and responsibilities when they’re in-person if students are in-person.
- We are planning to bring students back in person in smaller groups, to maintain social distancing, and create “pods” of students who primarily remain together.
- There will be some students who only attend remote school based on medical need or family request with school approval based on student assessments.

Arrival and Dismissal Procedures will be adjusted so that they occur outdoors with staggered times for specific grades; crowding is strictly controlled and limited; and inclement weather plans accommodated.

- Arrival:
 - Assuming each student takes 10 seconds to enter the building (temp check, hand sanitizer, etc.), up to 120 students can arrive during a 20 min window
 - Consider using separate entrances to further physically distance students at arrival
- Dismissal:
 - Each class will have a specific time they need to exit the building to avoid group transitions.
 - Use all possible exits to transition outside.
 - The order of these transitions will depend on where each class lines up outside—the class that lines up furthest from the building will exit first, etc.
- Inclement Weather Dismissal

- Use a messaging system to communicate as families arrive at the door for dismissal
- Families do not enter the school building and wait at their assigned exit door (again utilizing multiple exit doors)
- Staff at that door checks authorized pick-up status, messages classrooms
- Classrooms send student(s) to their exit door passing staff monitoring hallways.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Head of School, Principal, Assistant Principals and Teachers	\$2,820,900	N
PPE Equipment, supplies, janitorial services, etc.	\$28,638	N

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

To simplify student access to distance learning Yu Ming has designed a new Distance Learning Hub portal in both English and Spanish. Every grade K-8 has a distance learning page, and each class cohort has a visual schedule. Clever single sign-on log-in has been implemented for all students; and a QR code for students in grades K-1. Once logged in all applicable learning applications will appear. Students in grades K-1 will transition through the day with half of their class in a small "Red" or "Blue" group supported in moving through their daily visual schedules by their teachers through the GoGuardian software. Grade 2-8 students will transition with their class and participate in small group instruction throughout the day depending on the content area and academic need.

Yu Ming will provide all students with a balanced schedule designed with our Model Pillars and for maximum self-direction:

- Academic Excellence Model Pillar:
 - Daily synchronous lessons with teachers and asynchronous individualized learning on adaptive software.
 - Goals established with progress monitoring
- Mandarin Immersion Model Pillar:
 - Chinese language development focused on oracy (listening & speaking) and literacy
 - Chinese language development adaptive software
- Whole Child Education Model Pillar:
 - Daily class community meetings or advisories to start the day with connection and goal setting
 - Weekly Compass Circles and Badgework
 - Weekly Kinder – 1st grade Friendship groups
 - Weekly enrichment: Art, Music, PE; Middle School electives
- Diverse, Equitable, Inclusive Community Model Pillar:
 - Blend of whole group, small group for all students; 1 on 1 meetings with teachers are scheduled as needed
 - Structured day for most with customized option for those who need it

- Designated and Integrated English Language Development
- Co-teaching model for the Students with IEP's and all IEP Services (SAI, Speech, Counseling, Behavior Supports) continue

Yu Ming Charter School has developed Four Design Principles for Remote Learning:

Anytime, anywhere learning safely

- We will adhere to all available safety guidance so learning can take place regardless of scenario
- This will require flexible learning in and out of the building with deep partnership with families
- We will intentionally build and scaffold the skill of self-direction (e.g. student agency with goals)
- We will advance equity
- We will have clear ways of streamlining our measures and reporting

Strong foundations with high expectations for all while providing customized supports

- All learners will experience high expectations and have equitable access to high quality, unlimited learning opportunities
- We must continue to invest early in literacy foundations and language development in English and Chinese, as they provide the strong foundation for our students future success
- In-person instruction will be more frequent for students who are most in need of that model
- Proof of learning data will guide any necessary adaptation or customization for appropriate supports to students who may have different needs
- Our educators and team will continue to make the difference and will need new supports

Relationship-based, wellness-centered and trauma-informed

- The physical and emotional safety of students and staff will be prioritized
- We will preserve connectedness through our relationship-based and well-being centered practices now more than ever
- We will need to increase partnership with families to address whole child and family needs
- We will adapt our relationship-based practices thoughtfully in our 100% distance learning and hybrid models (e.g. compass badge work and circles, strong start and end of day community connections, etc.),

Language Development Is a Priority

- We will prioritize language development at all times and I continue to implement language development best practices in all of our learning settings
- We must continue to invest early in literacy foundations and language development in English and Chinese, as they provide the strong foundation for our students' future success

Distance Learning Portal

We have developed a [Distance Learning portal](#) with links to simple, student-friendly [class landing pages](#) designed for maximum student independence in navigating the school day. The Distance Learning portal will be a Yu Ming student's "one-stop shop" while the school building is closed under a [100% distance learning model](#) and when the school building is open with a hybrid model with some on-campus learning and some at-home learning. Each class learning page contains a link to a [visual schedule](#) which will guide

students through their day. Links to teacher “Zoom Rooms” will prompt students to join their classes. All learning applications and platforms will be accessed through Clever to enable ease of navigation, and limit the need for parent support.

Daily Synchronous Instruction and Well-Being Connections

Students will receive daily synchronous whole group and small group instruction, and independent asynchronous assignments and projects - integrating learning experiences and interactive tools that engage and challenge students. Students will have daily opportunities to virtually connect with their whole class community (e.g. Koala Class) and small group cohort (e.g. Koala A/Red or Koala B/Blue) to support their social emotional development and well-being. This will ensure we continue to foster the secure attachments in a tight-knit community of learners that we believe are foundational to student agency, academic achievement, and personal well-being.

Strong Start Community Meeting and Advisories

The start of the day consists of four activities for emotional health and student agency: community building, purposeful partnering, active calming and goal setting. These activities happen live on zoom daily.

Hybrid Model Considerations

Given our ambitious program of dual-language Mandarin and English full-immersion, we believe that our students learn best when they are in school, particularly our youngest children and when we are able to open at some point in the 2020-2021 school year, we have designed a hybrid model that is rich, engaging, and nurturing for children while also being safe. The hybrid model will allow for decreased density and sufficient social distancing and was developed with these factors in mind: safety and public health guidance, student learning and social emotional well-being, and parent needs. Our hybrid model divides a week among days of on-campus, in-person learning and a corresponding number of distance learning days. Kindergarten and Grade 1 students will be on-campus 4 days and at-home 1 day. Our grade 2-8 students will be on-campus 2 days and at home 3 days a week. Until we can return to “normal,” we believe this is the best possible plan for supporting scholar learning, wellbeing, and safety. While the future is unknown, we are committed to doing everything possible to put our students first in the year to come. The plan we have developed is subject to change as COVID-19 continues to present many unknowns. While there is much about this virus that we do not know, a bright spot has been the increasing evidence that school age children are at very low risk. They are the least likely to get sick from COVID-19, the least likely to be the source of transmission, and the most likely to recover. We also know that prevention works masks, hand washing, and social distancing have been proven to prevent infection.

SPED Services: Students with Disabilities

All students who are currently identified as having a disability are receiving the appropriate educational services (IEP or 504 Plan) within the distance learning program. General education accommodations for 504 plans continue to be provided to students. Teachers can receive consultation for tailoring supports to the online learning environment from our Behavior Intervention Specialist, School Psychologist, or Director of Student Supports. Specialized Academic Instruction (SAI), Speech, Counseling, Occupational Therapy (OT) and Behavior Intervention Services are provided through Zoom video conferencing during Distance Learning and in-person as appropriate and when permitted. Service Providers use interactive platforms to provide services, like the Social Express, SEL videos, online social thinking stories. Students receiving behavior intervention services have an aide that provides in-class support over Zoom or in-persona and support daily and throughout the day for asynchronous work. IEP, 504, and COST/SST meetings along with IEP timelines have continued during Distance Learning and will continue regardless of scenario in 2020-2021. Communication systems continue to monitor student progress. See Special Education Distance Learning Guide.

Support Team Meetings (IEP, 504, SST, COST)

All support team meetings continue to occur over the Zoom platform during Distance Learning and in person as appropriate and when permitted. Coordination of Services Team (COST) and Student Support Services (SST) meetings will continue to be scheduled as necessary. For COST meetings, teachers are to complete the COST Referral Form. A follow-up teacher consultation will occur to gather more information and problem solve next steps of support and data collection. An SST meeting will be convened for students not responding to interventions developed by the COST team. The SST will result in continued interventions or an assessment for more specialized support.

English Learners

Yu Ming will implement the 5 [Essential Practices for ELs during Distance Learning](#) that focuses on the following:

1. Access and rigor: Engage all ELs in meaningful tasks and use technology to provide language scaffolds and supports.
2. Integrated and Designated ELD: Ensure ELs receive both integrated and designated ELD to support English Language Proficiency.
3. Data-driven decisions: Differentiate based on student need and engage students in prompts feedback.
4. Asset-based approach: Leverage the linguistic and cultural assets of our students and families.
5. Whole Child: Leverage family and community supports. Activate resources to address the unmet, non-academic needs that hinder students' ability to fully engage in distance learning.

Students will continue to receive integrated ELD during ELA time in small groups differentiated classes. ELs will be pulled out during their non-zoom or non-ELA instructional time to participate in a designated ELD time. Depending on their level of English proficiency, students may have multiple sessions per week (i.e. level 1 or newcomer students will receive twice the amount of ELD sessions than compared to students in Level 3). Designated ELD will be taught on zoom in 20-30mins sessions depending to the grade level, with lower grades receiving less minutes per session. ELD teacher will use [Grammargallery](#) as well as the units created by the San Diego County Office of Education ([SDCOE](#)) for instruction.

Cycle of Assessment Systems

Yu Ming will implement the following cycle of assessments, that include diagnostic (BOY) to measure where students begin the year (baseline) and End of Year (EOY) to measure student growth and program effectiveness; in addition to daily and weekly formative assessments and trimester benchmark assessments.

Diagnostic Assessments

- Chinese: Leveled Chinese Reading
- Running Records: Raz Kids Gr K-1
- Guided Reading: Literacy Footprints: Gr 2
- Units of Study Running Records: Gr 3-8
- Math: Dreambox Gr K-8

Weekly Formative Assessments

- English Reading: Close Reading Lexia Core 5: Gr K-5; Freckle Gr. 3-8
- Chinese: Close Reading Report Gr 2-8
- Math: Dreambox and/or Illuminate Gr K-8

Trimester Benchmark Assessments:

- English Reading: Raz Plus Gr K-2; Freckle Gr 3-8; Lexia Core 5 Gr K-5
- English Writing: Illuminate or Close Reading Response
- Chinese Reading – Leveled Chinese
- Math: Dreambox and/or Illuminate
- Summit Unit Assessments Gr 6-8
- NWEA MAP Gr 6-8

End of Year: Spring 2020

- English and Reading Assessments Gr K-5
- Math Interim Assessments Gr K-5
- Chinese Reading Gr 1-8
- Interim Assessment Blocks (IAB) Gr 6-8
- Summit Math Gr 6-8

Social Emotional Learning Continuity

To ensure the development of student learning and competency and address a student's social-emotional well-being, the start of the school day will consist of four activities for emotional health and student agency; community building, purposeful partnering, active calming and goal setting. These activities will take place live on Zoom daily for all students in grades K-8.

Compass SEL

Weekly Compass Badge Work Classes and SEL Compass Circles for K-8 through synchronous instruction.

Rally/CORE partnership

Yu Ming will administer the Rally well-being SEL check in survey at the beginning, and throughout the school year. Rally is used as part of ongoing, collaborative conversations about how best to serve students in and out of school settings, including for planning in-person and remote instruction. Rally displays individual student data and aggregated classroom data based on academic assessments (both end-of-year and interim assessments) and a well-being survey to be administered at the beginning of the school year. The platform analytics predict students' future academic performance based on their historical assessment data and updates those predictions as additional assessments are administered throughout the year.

Individualized Learning Applications

Yu Ming Charter School will utilize several instructional applications including the following:

- Dreambox: Math
- Level Chinese
- Better Immersion: Chinese

- Pongdy: Chinese
- WeVideo: Chinese
- Arch Chinese
- Freckle: English
- Lexia Core 5: English
- Units of Study mini-lesson videos: English
- Raz Plus: English
- Summit: English, Math, Science, History/Social Studies
- Spelling City: English
- Literacy Footprints Digital Reader: English
- Literably: English
- Grammar Gallery: ELD
- SeeSaw: All content areas
- Go Guardian: All content areas
- Zoom Pro: All content areas
- Clever: All content areas

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

We are committed to ensuring all students have access to devices and internet to enable them to fully participate in distance learning. Yu Ming will provide 1:1 devices and internet hotspots for all students that need them. Devices will be purchased by Yu Ming, or obtained through the [#oaklandundivided](#) initiative. Families will express their need for tech devices or internet support through a [technology survey](#).

Students borrowing devices from Yu Ming must read and sign [this technology agreement](#). Devices must be checked out, and returned at the end of the school year.

Approximately, 60% of students have borrowed school issued devices to access distance learning. 40% have indicated they prefer to use a personal device. We have purchased Chromebooks and internet hotspots for all families who have indicated a need.

The technology department will provide remote support for instructional technology devices. We will have technology managers available to provide support for issues that cannot be resolved remotely. In those instances, staff will be provided with instructions for contactless support at the school site.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

For Yu Ming students to succeed in accomplishing the mission of our school, it is imperative to maintain regular and punctual school attendance. All students are expected to be on time to their Zoom classes every day and to complete their independent learning assignments. California requires that students have “daily live interaction” with a “certificated employee and their peers for purposes of instruction, progress monitoring, and maintaining school connectedness.” (Ed Code 43503(b). Also, each LEA must “document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided.”

Parameters: Teachers are responsible for taking attendance daily in an attendance and participation tracker, teachers must then enter the attendance into Powerschool our Student Information System by 3pm. Health Services Coordinator (HSC) verifies attendance by 3:30pm.

Student attendance and participation will also be monitored using daily online course participation and/or verified daily assignment completion. Evaluating the time value of distance learning assignment is the role of the credentialed teacher. Time value will be measured via online participation in oral, written and electronic assignments, and teachers will utilize the current established course/subject pacing plans that clarify and calibrate assignment completion and credits earned within course description (Gr 6-8).

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Yu Ming Charter School is committed to providing ongoing support, guidance and resources for teacher to maintain and deliver a high quality distance learning program to students. To enhance teachers’ skills, in-depth training will be provided on the use of Class Pages, Clever, Compass, Summit, video-conferencing platforms, how to maximize and accelerate student learning during distance learning,

increasing student engagement in synchronous distance learning, providing feedback and measuring student progress in asynchronous learning experiences, and curriculum planning across all disciplines. Members of our Leadership Team will identify, implement, and facilitate Professional Development for teachers and support staff throughout the school year.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The impact of COVID-19 on Yu Ming’s instructional program has required a change to staff’s role and responsibilities in order to provide a continuity of learning for students served and ensure safe environment for students and staff.

Teachers and Instructional support staff have transitioned to distance learning which requires alternative methods of meeting with students such as Zoom and video conferencing tools and the training on the use of these systems. Educators are spending more time reaching out to students to engage them in distance learning, and making themselves available to respond to their needs.

Hourly staff have been deployed as Distance Learning Assistants (DLA). They support classroom teachers by providing planning and materials preparation support, along with small group instruction and one-on-one instructional support for students. DLAs will also support distance learning operations such as tech support, preparing instructional tools (charts, virtual background, uploading materials to Seesaw and Google Classroom), and student attendance and participation support as needed.

Operations Staff will disseminate printed material for distribution; attendance and student engagement tracking, family outreach and assist with the Distance Learning Hub and student Visual Schedules. Administrators are providing instructional coaching, operations and technology support, student support with instruction and leading professional learning.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Yu Ming has developed a comprehensive system of supports that will be provided during distance learning to assist pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, English Learners and the families of English Learners.

Support Services for Students with Disabilities

The following additional supports will be provided during distance learning for Students with Disabilities:

- Affinity Group meetings and workshop/training
- Increased support from BCBA consultant for students with behavior intervention services
- Weekly observations of student performance in digital learning classes
- Weekly progress monitoring of student goals
- Phone call/text check-ins when students are not present for services
- Recurring calendar invites to parents for services
- Individualized Schedules
- SPED Trimester Review of goal data
- Increased support from General Education and Education Specialist teachers for Chinese language development
- Increased collaboration with General Education Teachers during designated weekly grade-level and department planning time

Support Services for Socio-Economically Disadvantaged, Homeless/Foster Youth

Yu Ming's Family Resource Liaison will collaborate, communicate, monitor and address the needs of socio-economically/low-income, Homeless/Foster Youth that includes the following:

- Meal service distribution throughout Distance Learning and Hybrid Learning scenarios
- Multiple touch points with every Low-income family over email, phone, and in person
- Free school supply kit at the beginning of the school year
- Technology loan distribution (Chromebook & hot spots) and regular technology support
- Additional non-academic resourcing - housing, employment, counseling, etc.
- Set up buddy system/support pods with other families within grade-level
- Family Support and Outreach-sponsored workshops/trainings for academic home support
- Intervention blocks (with credentialed teachers, and Distance Learning Assistants)

Support Services for English Learners and Families of English

The following services will be provided to English Learners and their families:

- English Learner families Affinity Group and English Learner Advisory Committee (ELAC)
- Distance Learning Hub pages translated
- Phone call check ins
- Intervention blocks (with credentialed teachers, and Distance Learning Assistants)
- Integrated and Designated English Language Development blocks
- Translated services in communications
- Individualized schedules for English Learners

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Director of Curriculum & Instruction	\$145,980	N
Distance Learning Assistants	\$179,432	Y
Operations Staff	\$469,448	N
Technology Devices, Wi-Fi Hotspots, Internet, IT Team/Tech Support	\$137,500	N
SPED Services and staff	\$570,620	N
Instructional and Curricular Apps/Programs (subscriptions)	\$63,372	N
Assessments	\$38,128	N

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Throughout the transition to distance learning Yu Ming has been implementing actions to mitigate learning loss. At the end the Spring trimester (end of school year) all students were formally assessed in Chinese Language Arts, English Language Arts, and Mathematics.

Students who did not meet grade level mastery in English language Arts and/or Chinese Language Arts, were invited to participate in Summer Boost, a daily virtual instructional program during the month of July.

In 2020-2021 Yu Ming will implement the following cycle of assessments, that include diagnostic (BOY) to measure where students begin the year (baseline) and end of year (EOY) assessments to measure student growth and program effectiveness; in addition to daily and weekly formative assessments and trimester benchmark assessments.

Diagnostic Assessments

- Chinese: Leveled Chinese Reading
- Running Records: Raz Kids Gr K-1
- Guided Reading: Literacy Footprints: Gr 2
- Units of Study Running Records: Gr 3-8
- Math: Dreambox Gr K-8

Weekly Formative Assessments

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End of Year: Spring 2020

- English and Reading Assessments Gr K-5
- Math Interim Assessments Gr K-5
- Chinese Reading Gr 1-8
- Interim Assessment Blocks (IAB) Gr 6-8
- Summit Math Gr 6-8

Yu Ming's Leadership Team will review all results including weekly and trimester. Our Multi-Tiered Systems of Support (MTSS) team will address any potential learning gaps (COST, SST). Interventions may include small group instruction, one-on-one support, and/or the addition of intervention block(s).

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Our English Learner students participated in Summer Boost to gain English Language Proficiency, especially those who performed at Level 1. ELs are provided additional language support during intervention blocks led by their English and ELD teachers. In addition, English Learners have been/will continue to be provided with Lexia accounts to work on all modes of language development.

For our most vulnerable students our school has implemented a 1:1 student to device ratio. During distance learning technology devices and/or Wi-Fi hotspots have been provided to ensure students have full access to our instructional program and intervention supports. Our staff has designed tutorials for students/families, provided a technology support hotline, and onsite drop-in technology support.

Our Family Resource Liaison serves as our Foster Youth/Homeless Liaison and will continue to serve these students and families along with our low-income students and families through case management, workshops, and providing resources including on our [Distance Learning Hub](#) (e.g. technology, food, medical, housing, legal, and financial resources information).

Support services for our students with exceptional needs or students with disabilities will be provided during our Distance Learning and Hybrid Learning scenarios including Affinity Group meetings and workshop/trainings. Increased virtual and in-person (where appropriate and permitted) support from behavior intervention aides and a BCBA consultant for students with behavior intervention services. Weekly observations of student performance in digital learning classes and weekly progress monitoring of student goals will be provided with Individualized Schedules. Communication with students and families will increase through phone call/text check-in when students are not present for services, recurring calendar invites to parents for services. Students qualifying for special education services will have trimester reviews of goals data along with increased support for Chinese language development from General Education and Education Specialist Teachers who will increase collaboration through designated weekly grade-level and department planning times.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The Administrative Leadership Team and teachers will use Improvement Science research through the Plan, Do, Study, Act (PDSA) model through its Multi-tiered System of Supports (MTSS). This model of continuous improvement is used to measure program effectiveness at Yu Ming Charter School. Our goal is to optimize program and strategies in place by analyzing and evaluating its effectiveness, planning change to optimize a program or strategy, implement the Action Plan and continue to study the results/findings. The PDSA cycle is a Continuous Improvement Cycle.

Data that will be collected includes diagnostic assessments, formative, trimester assessment that will be used for the PDSA process. These assessments outlined under “Pupil Learning Loss” will allow our educators to measure student performance over time for growth and progress; identify learning gaps, and include predictive growth, which is used to accelerate learning.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Summer Boost Program	\$6,420	N
Extended School Year (Special Education)	\$5,611	N

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

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 Early Elementary School, students begin to develop their social emotional competencies through Responsive Classroom practices such as Morning Meeting and Compass curriculum and Circle practices, where students connect as a class on community issues, concerns and other discussion topics. Compass is 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.

Various types of socioemotional support are available to students. All students will be engaging in the Compass Circles and Badgework as a Tier 1 intervention. At the Tier 2 level, our Behavior Intervention Specialist and MFT Intern will lead friendship groups for additional socioemotional support for Grade K-1 students and students that are screened by the MTSS/COST teams as needing additional pro-social supports. Individual counseling will also be provided as needed. Parents or teachers can contact the Director of Student Support Services, to consult about the need for individual counseling services and resources for these services. Students exhibiting significant concerns and unresponsive to general education supports will be recommended for assessment for specialized services at the Tier 3 level, which can include individual counseling, group counseling, or referrals to community based mental health services.

Strategies that will be used include implementing Rally SEL; administering Panorama SEL/School Climate Survey; and Compass SEL Survey in the Fall and Spring to students and staff. Students will participate in weekly SEL Circles, Badgework (SEL Curriculum). In addition, students will participate in daily morning community meetings: whole class (grades 2-5); Advisory (grades 6-8); A/B Cohort (grades K-1) each split into smaller A or B Cohort.

All teachers will receive weekly coaching and check-ins by their coaches. All teachers and staff will participate in weekly adult Circles and establish Wellness buddies to ensure that each staff member has someone to check-in with.

The Director of Student Supports is a licensed Psychologist and credentialed school psychologist that will provide training for all staff on trauma informed practices; other related trauma training throughout the school year and a training on “Building Connections in a COVID reality: How does a trauma informed mindset help us start a distance learning school year off the right way?” using a schoolwide check-in protocol for identifying and serving students who may be experiencing signs of trauma. The Mental Health team has received extensive training on the check-in protocol, crisis management, and suicide risk management.

Currently our school is implementing SAEBRS a universal screening tool for social-emotional development to determine students at risk for mental health needs. Students will be provided with counseling services or case management services by our mental health staff (MFTI, MFT, Psychologist, School Psychologist) for identified students. Case management will also be available to connect families with needed supports.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Student participation in distance learning will be tracked daily on the distance learning tracker. When students do not attend instructional blocks during the day, it will be documented in the distance learning tracker.

- If students have not completed the minimum parameters for distance learning participation by 8:00am the following day, teachers should place a call to families to discuss ability to complete the expectations.
- For families who are regularly unable to complete the parameters within one week, Teacher should log the student of concern in the distance learning tracker for follow up by the Assistant Principal.
- The Assistant Principal will contact the family to determine the support needs. If it is a potentially longer term attendance problem, she may work with the Teacher to create a Customized Participation Plan with adjusted deadlines, participation hours, etc. The customized participation plan will outline what will be counted as “Present.” If the student continues to be Absent for

longer than a week, the Assistant Principal will bring the student's case during the weekly MTSS Team meeting to discuss additional case management.

Yu Ming has developed a tiered reengagement strategy for all students who are absent from distance learning for more than 3 school days or 60% of the instructional days in a school week per Senate Bill 98.

- If a student is absent for the first Zoom class: a member of the Operations team will contact the family to identify the cause of the absence and ensure the student participates in the next Zoom class.
- If a student is absent for the entire day, the teacher will contact the family at the end of the day and will document: the reason for the absence and when the student will return to instruction via the distance learning tracker.
- If the student is absent 2 or more days with staff unsuccessful in reaching a family member – the teacher will document incident on the Distance learning Participation tracker for the Assistant Principal to follow-up and refer to case management (if applicable).
- If student is absent 3+ days: the Assistant Principal and Teacher will discuss and develop a follow-up support plan which may include a Customized Participation Plan to develop next steps.
- Multi-tiered System of Supports (MTSS) Team will monitor and develop follow-up plans for the school's team to implement

Students are expected to attend all synchronous whole group and small group instruction daily and complete their asynchronous learning program/assignments by 8am the following day.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Yu Ming will provide two meals per day, five days per week to students who qualify for free or reduced lunch. All families are asked to complete the FRL application. Meals will be distributed once per week on Mondays at the MLK campus starting August 17th. Families will indicate their interest in receiving meals by completing a weekly survey the Monday before meal distribution. Meals will be ordered every Tuesday. Families who do not qualify for free or reduced meals may opt to purchase meals by completing the survey. Families will indicate their interest in receiving meals by completing a weekly survey the Monday before meal distribution. Meals will be ordered every Tuesday.

During Hybrid instruction our school will provide 2 meals per day, 5 days per week to students who qualify for free/reduced lunch on the days they attend in-person instruction. Grab and Go Breakfast and lunch will be available for distance learning days.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health & Social Well-being	School Psychologist, Psychologist, MFT Therapist, MFT Intern	\$45,688	N
Pupil & Family Engagement	Family Resource Liaison	\$22,940	Y
School Nutrition	Meals/Nutrition	\$142,882	N

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.47%	\$ 135,634

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Yu Ming Charter School will ensure that English Learners, low-income and foster youth students will have full access to the instructional program especially during distance learning including supplies, resources, and access to instructional materials as needed, and any additional supports.

Low-income, English Learners, and foster youth will also have access to Distance Learning Assistants whose role is to provide increased services that include academic support and/or tutoring that is individualized, targeted, and/or small group instruction. Additionally, Yu Ming Charter School will ensure that all students in need of a device and/or Wi-Fi access (internet or Wi-Hot Spot) will be provided with one, in order to access digital instructional platforms during distance learning.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Yu Ming Charter School will receive approximately \$135,634 in supplemental & concentration funding for the year calculated based upon the number and concentration of low income, foster youth and English Learner pupils as pursuant to 5 CCR 15496(a)(5). A review of the school’s needs and CA Dashboard results, in combination with feedback from stakeholders, determined that utilizing these funds for the following services would be the most effective use of funds to meet the goals for Unduplicated Pupils (UP).

To address student learning loss for the 2020-21 school year, English Learners, low-income and foster youth that are struggling academically, will receive additional one-on-one and small group targeted academic support/intervention by the Distance Learning Assistants, available on a daily basis. Yu Ming Charter School will administer a cycle of assessments including diagnostic, formative, summative and end-of-year to measure pupil learning loss. Our Leadership team and teachers will analyze data to measure student progress, growth, identify gaps/learning loss, and the need for additional support/intervention, and/or to further differentiate instruction.

In addition, the Family Resource Liaison's role is to engage and outreach specifically to families of Unduplicated Pupils. The Family Resource Liaison will meet with families on a regular basis, address their concerns/issues, provide translated materials, provide access to resources that support the academic and/or social-emotional needs of the student, and provide parents with the tools to advocate for their child. The Family Resource Liaison will provide services through case management, parent workshops, and provide access to resources including those found on our [Distance Learning Hub](#) (e.g. technology, food, medical, housing, legal, and financial resources information).