



# Yu Ming Charter School

## Board of Directors Retreat

Amended on August 29, 2020 at 1:13 PM PDT

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### Date and Time

Saturday August 29, 2020 at 9:00 AM PDT

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This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of the Yu Ming Charter School shall meet via the Zoom meeting platform.

Members of the public who wish to access this Board meeting may do so at <https://yumingschool.zoom.us/j/86019731492?pwd=b0hHcXU3dHpOaEZzK3YxdUtaZGtOQT09>

Meeting ID: 860 1973 1492

Passcode: 3D4CCP

One tap mobile

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Meeting ID: 860 1973 1492

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Find your local number: <https://yumingschool.zoom.us/u/kdDQ16TRtw>

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>9:00 AM</b>
Opening Items			
<b>A. Call the Meeting to Order</b>		Reggie Lee	3 m
<b>B. Record Attendance and Guests</b>		Reggie Lee	5 m
<b>C. Approve Agenda</b>	Vote	Reggie Lee	5 m

<b>II. Invitation to the Public to Address the Board</b>			<b>9:13 AM</b>
<b>A. Public Comment on Non-Agenda Items</b>	FYI	Reggie Lee	10 m
This is an opportunity for members of the public to address the Board on items not included on the agenda. Board members are limited in their response pursuant to the Brown Act requirements.			
Members of the public who wish to comment during the Board meeting may use the “raise hand” tool on the Zoom platform. Members of the public calling in will be given the opportunity to address the Board during the meeting. Individual comments will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.			
<b>III. Consent Agenda</b>			<b>9:23 AM</b>
<b>A. Approval of Consent Agenda</b>	Vote	Reggie Lee	5 m
The Consent Agenda vote applies to all items included in the Consent Agenda.			
<b>B. March 9 Meeting Minutes</b>	Approve Minutes	Reggie Lee	
Approve minutes for Board Special Meeting on March 9, 2020			
<b>C. July 23 Meeting Minutes</b>	Approve Minutes	Reggie Lee	
Approve minutes for Board Special Meeting on July 23, 2020			
<b>D. June and July 2020 Check Registers</b>	Vote	Brian Badillo	
<b>IV. Learning Continuity and Attendance Plan (LCAP)</b>			<b>9:28 AM</b>
<b>A. Learning Continuity and Attendance Plan (LCAP) Public Hearing</b>	Discuss	Sue Park	15 m
<b>V. Governance Update</b>			<b>9:43 AM</b>
<b>A. Designation of Casey Hatton, Parent-Nominated Board Candidate</b>	Vote	Brianna Swartz	5 m
<b>B. Designation of Compensation Committee Chair</b>	Vote	Brianna Swartz	3 m
<b>C. Approval of Compensation Committee Meeting Schedule</b>	Vote	Brianna Swartz	3 m
<b>D. Designation of Enrollment and Diversity Committee Chair</b>	Vote	Brianna Swartz	3 m
<b>E. Approval of Enrollment and Diversity Committee Meeting Schedule</b>	Vote	Brianna Swartz	3 m
<b>F. Brown Act Training &amp; Legislative Update - Wayne K. Strumpfer, Of Counsel, Young Minney &amp; Corr</b>	FYI	Brianna Swartz	60 m
<b>VI. Break</b>			<b>11:00 AM</b>
<b>A. Break</b>	FYI	Reggie Lee	15 m
<b>VII. Finance Update</b>			<b>11:15 AM</b>
<b>A. Approval of Unaudited Actuals Report 2019-2020</b>	Vote	Brian Badillo	3 m
<b>B. 2020-2021 School Budget Update</b>	Discuss	Brian Badillo	12 m
<b>VIII. 2019-2020 Goals and 2020-2021 Goal-setting</b>			<b>11:30 AM</b>
<b>A. Review 2019-2020 Progress on School Goals: Student Outcomes School Climate and Culture School Growth and Sustainability</b>	Discuss	Sue Park	20 m
<b>B. Set New 2020-2021 School Goals</b>	Discuss	Sue Park	20 m
<b>C. Consultancy Protocol with School Goals: Student Achievement Outcomes School Climate and Culture School Growth &amp; Sustainability</b>	Discuss	Sue Park	20 m

<b>IX. Board Re-opening Resolution</b>			<b>12:30 PM</b>
A. Approval of Board Re-opening Resolution	Vote	Sue Park	15 m
<b>X. Head of School Evaluation and Compensation</b>			<b>12:45 PM</b>
A. Closed Session	Discuss	Brianna Swartz	10 m
PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Gov. Code section 54957(b)(1). Title: Head of School Closed Session started at: _____			
B. Open Session	Vote	Reggie Lee	5 m
Report out any action taken in closed session. Reconvened to Open Session at: _____			
C. Executive Compensation Study Review and Approval of Head of School 2020-21 Compensation	Vote	Reggie Lee	5 m
<b>XI. Closing Items</b>			<b>1:05 PM</b>
A. Review of Action Items and Future Agenda Items	Discuss	Mathilde Andrejko	3 m
B. Schedule September Board Meeting for LCAP Approval	Discuss	Reggie Lee	7 m
C. Adjourn Meeting	Vote	Reggie Lee	

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Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

**REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY**

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**FOR MORE INFORMATION**

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# Cover Sheet

## March 9 Meeting Minutes

**Section:** III. Consent Agenda  
**Item:** B. March 9 Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Special Meeting on March 9, 2020



# Yu Ming Charter School

## Minutes

### Board Special Meeting

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#### **Date and Time**

Monday March 9, 2020 at 8:30 AM

#### **Location**

675 41st Street, Oakland, CA 94609 (Board in attendance)  
1086 Alcatraz Ave, Oakland, CA 94608 (Conference line)  
2688 Becard Ct, Pleasanton, CA 94566 (Conference line)  
501 E. Main Street, Stockton, CA 95202 (Conference line)  
237 Haas Ave, San Leandro, CA 94577 (Conference line)

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**Call-in Number: 712-432-1500, Access Code: 708221#**

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#### REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Yu Ming Charter School during normal business hours at 1086 Alcatraz Ave, Oakland, CA 94608; telephone (510) 452-2063 as far in advance as possible, but no later than 24 hours before the meeting.

#### FOR MORE INFORMATION

For more information concerning this agenda or to receive access to materials relating to this meeting, please contact: Yu Ming Charter School at 1086 Alcatraz Ave, Oakland, CA 94608; telephone (510) 452-2063

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**Directors Present**

J. Mikuta, J. Norman (remote), L. Hwang, R. Lee, S. Nijhawan (remote)

**Directors Absent**

A. Mumby, B. Swartz, R. Lewis

**Guests Present**

Brian Badillo, ExEd (Remote), M. Andrejko, S. Park

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**I. Opening Items**

**A. Call the Meeting to Order**

J. Mikuta called a meeting of the board of directors of Yu Ming Charter School to order on Monday Mar 9, 2020 @ 8:34 AM at  
675 41st Street, Oakland, CA 94609 (Board in attendance)  
1086 Alcatraz Ave, Oakland, CA 94608 (Conference line)  
2688 Becard Ct, Pleasanton, CA 94566 (Conference line)  
501 E. Main Street, Stockton, CA 95202 (Conference line)  
237 Haas Ave, San Leandro, CA 94577 (Conference line)

**B. Record Attendance and Guests**

**C. Approve Agenda**

L. Hwang made a motion to approve the agenda.  
R. Lee seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

L. Hwang Aye  
R. Lewis Absent  
A. Mumby Absent  
B. Swartz Absent  
J. Mikuta Aye  
R. Lee Aye  
J. Norman Aye  
S. Nijhawan Aye

**II. Invitation to the Public to Address the Board**

**A. Public Comments**

There were no members of the public in attendance.

**III. Consent Agenda**

**A. Approve February Board Meeting Minutes**

R. Lee made a motion to approve the minutes from Regular Board Meeting on 02-27-20.  
J. Norman seconded the motion.  
The motion unanimously did not carry.

**Roll Call**

S. Nijhawan Aye  
L. Hwang Aye

B. Swartz Absent  
R. Lee Aye  
A. Mumby Absent  
R. Lewis Absent  
J. Mikuta Aye  
J. Norman Aye

#### **IV. Discussion Items**

##### **A. Yu Ming Charter Material Revision**

S. Park presented the material revision proposal and answered questions.  
R. Lee made a motion to Approve the material revision application.  
L. Hwang seconded the motion.  
The board **VOTED** unanimously to approve the motion.

###### **Roll Call**

J. Mikuta Aye  
S. Nijhawan Aye  
L. Hwang Aye  
J. Norman Aye  
R. Lee Aye  
B. Swartz Absent  
R. Lewis Absent  
A. Mumby Absent

##### **B. Approval of Jonathan Schorr Joining the Board of Directors**

R. Lee made a motion to Vote for Jonathan Schorr to join the Board.  
J. Norman seconded the motion.  
The board **VOTED** unanimously to approve the motion.

###### **Roll Call**

B. Swartz Absent  
R. Lee Aye  
J. Mikuta Aye  
S. Nijhawan Aye  
A. Mumby Absent  
L. Hwang Aye  
R. Lewis Absent  
J. Norman Aye

#### **V. Closing Items**

##### **A. Review of Action Items and Future Agenda Items**

It was noted that the Board needs to vote on the Vice-Chair position.

##### **B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:49 AM.

Respectfully Submitted,  
J. Mikuta

# Cover Sheet

## July 23 Meeting Minutes

**Section:** III. Consent Agenda  
**Item:** C. July 23 Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Special Meeting on July 23, 2020





# Yu Ming Charter School

## Minutes

### Board Special Meeting

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#### Date and Time

Thursday July 23, 2020 at 5:00 PM

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This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of the Yu Ming Charter School shall meet via the Zoom meeting platform.

Members of the public who wish to access this Board meeting may do so at <https://yumingschool.zoom.us/j/85046530689?pwd=S3BnUnlUUHUyMk1XN0duSU1RSmR3Zz09>

Meeting ID: 850 4653 0689

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[+1 301 715 8592](tel:+13017158592) US (Germantown)

[+1 312 626 6799](tel:+13126266799) US (Chicago)

[+1 646 876 9923](tel:+16468769923) US (New York)

Meeting ID: 850 4653 0689

Password: 840714

Find your local number: <https://yumingschool.zoom.us/j/85046530689?pwd=S3BnUnlUUHUyMk1XN0duSU1RSmR3Zz09>

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#### Directors Present

B. Swartz (remote), J. Mikuta (remote), J. Norman (remote), J. Schorr (remote), L. Hwang (remote), R. Lee (remote), R. Lewis (remote), S. Nijhawan (remote)

#### Directors Absent

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A. Mumby

**Guests Present**

B. Badillo (remote), M. Andrejko (remote)

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**I. Opening Items**

**A. Call the Meeting to Order**

J. Mikuta called a meeting of the board of directors of Yu Ming Charter School to order on Thursday Jul 23, 2020 @ 5:04 PM.

**B. Record Attendance and Guests**

**C. Approve Agenda**

B. Swartz made a motion to approve the agenda.

S. Nijhawan seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

S. Nijhawan Aye  
J. Norman Aye  
R. Lee Aye  
L. Hwang Aye  
J. Schorr Aye  
J. Mikuta Aye  
B. Swartz Aye  
A. Mumby Absent  
R. Lewis Aye

**II. Invitation to the Public to Address the Board**

**A. Public Comment on Non-Agenda Items**

There were 3 members of the public in attendance.

Public comments included questions about the plan for the Fall, and the choice for parents between distance learning and hybrid.

**III. Consent Agenda**

**A. June 18 Meeting Minutes**

J. Norman made a motion to approve the minutes from Regular Meeting on 06-18-20.

L. Hwang seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

J. Norman Aye  
L. Hwang Aye  
R. Lewis Aye  
R. Lee Aye  
J. Schorr Aye  
S. Nijhawan Aye  
A. Mumby Absent  
B. Swartz Aye  
J. Mikuta Aye

**IV. Organizational Update**

**A. Approval of 2020-21 School Re-opening Plan**

S. Park gave an update on possible scenarios for the Fall.

Members of the public were able to make comments.

J. Schorr made a motion to discuss and vote on the re-opening plan--opening on August 17th, 100% virtual.

S. Nijhawan seconded the motion.

The Board asked questions about the re-opening plan. The board **VOTED** unanimously to approve the motion.

**Roll Call**

R. Lee Aye  
J. Mikuta Aye  
S. Nijhawan Aye  
J. Schorr Aye  
R. Lewis Aye  
B. Swartz Aye  
L. Hwang Aye  
A. Mumby Absent  
J. Norman Aye

**B. Approval of COVID Health and Safety Policy**

S. Park introduced the policy.

R. Lewis made a motion to approve the policy.

L. Hwang seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

J. Mikuta Aye  
L. Hwang Aye  
R. Lewis Aye  
J. Schorr Aye  
J. Norman Aye  
R. Lee Aye  
S. Nijhawan Aye  
B. Swartz Aye  
A. Mumby Absent

**C. Approval of COVID IIPP Addendum**

S. Park introduced the policy, which will be incorporated in the Comprehensive School Safety Plan.

S. Nijhawan made a motion to vote on the policy.

L. Hwang seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

J. Norman Aye  
S. Nijhawan Aye  
A. Mumby Absent  
J. Mikuta Aye  
L. Hwang Aye  
R. Lewis Aye  
R. Lee Aye  
B. Swartz Aye  
J. Schorr Aye

**D. Approval of Re-opening Board Resolution**

S. Park introduced the resolution, which gives the Head of School more autonomy for implementing measures to remain in compliance with evolving state/county requirements.

The vote is tabled.

## V. Finance Committee Update

### A. 2020-2021 Budget Update

B. Badillo presented a budget update and areas of uncertainty related to the State budget, and took questions.

B. Badillo left the meeting at 5:22pm.

## VI. Governance Committee Update

### A. Election of New Board Chair

B. Swartz nominated Reggie as incoming Board Chair.

L. Hwang made a motion to elect Reggie as Board Chair.

J. Schorr seconded the motion.

The board **VOTED** to approve the motion.

#### Roll Call

J. Mikuta Aye  
L. Hwang Aye  
J. Schorr Aye  
R. Lewis Aye  
B. Swartz Aye  
J. Norman Aye  
A. Mumby Absent  
S. Nijhawan Aye  
R. Lee Abstain

### B. Appointment of Parent-Elected Director Hwang as Regular Director

J. Mikuta made a motion to vote Lucia as a regular Board member.

R. Lewis seconded the motion.

The board **VOTED** to approve the motion.

#### Roll Call

J. Norman Aye  
J. Schorr Aye  
R. Lee Aye  
R. Lewis Aye  
L. Hwang Abstain  
S. Nijhawan Aye  
B. Swartz Aye  
J. Mikuta Aye  
A. Mumby Absent

### C. Renewal of Director Mikuta's Term

R. Lee made a motion to vote on Julie's term renewal.

L. Hwang seconded the motion.

The board **VOTED** to approve the motion.

#### Roll Call

J. Norman Aye  
R. Lewis Aye  
A. Mumby Absent  
B. Swartz Aye

J. Mikuta Abstain  
J. Schorr Aye  
L. Hwang Aye  
R. Lee Aye  
S. Nijhawan Aye

**D. Renewal of Director Lewis's Term**

R. Lee made a motion to vote on Ron's term renewal.  
S. Nijhawan seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

L. Hwang Aye  
A. Mumby Absent  
R. Lee Aye  
R. Lewis Abstain  
J. Norman Aye  
J. Schorr Aye  
S. Nijhawan Aye  
J. Mikuta Aye  
B. Swartz Aye

**E. Renewal of Director Swartz's Term**

L. Hwang made a motion to vote on Brianna's term renewal.  
S. Nijhawan seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

B. Swartz Abstain  
S. Nijhawan Aye  
L. Hwang Aye  
J. Mikuta Aye  
J. Schorr Aye  
R. Lewis Aye  
A. Mumby Absent  
J. Norman Aye  
R. Lee Aye

**F. Renewal of Director Norman's Term**

J. Mikuta made a motion to vote on Jessica's term renewal.  
L. Hwang seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

A. Mumby Absent  
J. Norman Abstain  
B. Swartz Aye  
L. Hwang Aye  
R. Lee Aye  
R. Lewis Aye  
J. Mikuta Aye  
S. Nijhawan Aye  
J. Schorr Aye

**VII. Closing Items**

**A. Review of Action Items and Future Agenda Items**

- Approval of Re-opening Board Resolution
- Confirmation of Parent-elected Board Member
- Add a September meeting for the LCAP.

**B. Confirm 2020-2021 Board Meeting Schedule**

B. Swartz made a motion to approve the 2020-21 schedule.

J. Mikuta seconded the motion.

We will need to add a September meeting as well to vote on the COVID Learning Continuity and Attendance plan. The board **VOTED** unanimously to approve the motion.

**Roll Call**

J. Schorr Aye  
R. Lee Aye  
A. Mumby Absent  
B. Swartz Aye  
J. Mikuta Aye  
J. Norman Aye  
S. Nijhawan Aye  
R. Lewis Aye  
L. Hwang Aye

**C. Adjourn Meeting**

B. Swartz made a motion to adjourn the meeting.

L. Hwang seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

R. Lee Aye  
B. Swartz Aye  
R. Lewis Aye  
S. Nijhawan Aye  
J. Schorr Aye  
J. Mikuta Absent  
L. Hwang Aye  
J. Norman Aye  
A. Mumby Absent  
J. Mikuta left at 6:34pm.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:35 PM.

Respectfully Submitted,  
R. Lee

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# Cover Sheet

## Learning Continuity and Attendance Plan (LCAP) Public Hearing

**Section:** IV. Learning Continuity and Attendance Plan (LCAP)  
**Item:** A. Learning Continuity and Attendance Plan (LCAP) Public Hearing  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** YMCS - LCP\_SP082520.pdf



# 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	<a href="mailto:spark@yumingschool.org">spark@yumingschool.org</a> 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 13<sup>th</sup> – 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 17<sup>th</sup>, 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 18<sup>th</sup>, 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 12<sup>th</sup>, June 25<sup>th</sup>, July 15<sup>th</sup>, July 28<sup>th</sup>, 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 13<sup>th</sup>, June 17<sup>th</sup>, July 24<sup>th</sup>, & August 13<sup>th</sup>
- Coffees with School Leadership (Virtual Zoom meetings) with Head of School and Principal held bi-weekly starting August 26<sup>th</sup>

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

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.

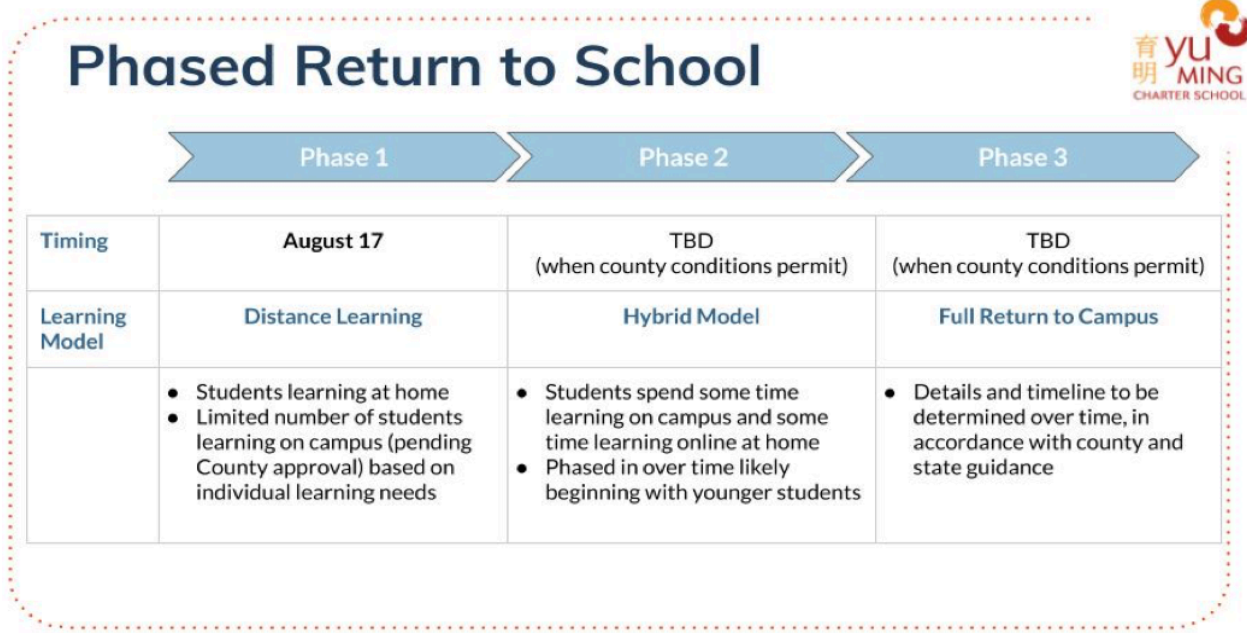
# Continuity of Learning

## 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 17<sup>th</sup>, 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 – 1<sup>st</sup> 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

- English Reading: Close Reading Lexia Core 5: Gr K-5; Freckle Gr. 3-8
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### 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

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).



# Cover Sheet

## Designation of Casey Hatton, Parent-Nominated Board Candidate

**Section:** V. Governance Update  
**Item:** A. Designation of Casey Hatton, Parent-Nominated Board Candidate  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Hatton Resume Yu Ming Board Candidate\_Redacted.pdf  
Yu Ming Candidate Statement (Hatton)\_Redacted.pdf

## Casey A. Hatton

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### PROFILE

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I am strategic and empathetic with unique experience in law and business. I offer outstanding organizational, rapport building, and time management skills. I am exceptionally disciplined; possess well developed interpersonal skills and the ability to motivate others. I am an enthusiastic quick study.

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### EXPERIENCE

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#### *Continuing Education of the Bar*

#### *Director of Content Operation*, [REDACTED]

Direct the development and production of legal content for California's largest legal research provider. Lead development and production initiatives including selection of broad range of relevant legal topics covered in materials and programming. Provide executive sponsorship for key initiatives across the company including quality, diversity of external contributors, and publishing technology. Ensure that the 55 person department represents the talent, diversity, and progressive thought of California attorneys.

#### *Hin haw & Culbert on, LLP*

#### *Senior Associate*, [REDACTED]

Independently guide and manage all aspects of civil litigation and mediation practice. Prepare litigation and discovery strategy; research and prepare memoranda of law; prepare motions and discovery requests and responses; make all related court appearances; defend and take witness, party, and expert depositions. Primary client contact. Coordinate trial preparation. Negotiate settlements, drafted and prepared settlement documents. Legal research and writing. Mediate.

#### *Wevorce*

#### *December*, [REDACTED]

#### *Director of Professional Program (Legal Operation)*, [REDACTED]

Develop and direct a nationwide team of legal professionals to implement company objectives and programs. Recruited professionals, develop and maintain relationship. Designed professional educational programs on topics of client services, negotiation, business development. Collaborated with key stakeholders in the company and chief level staff to ensure the professional programs grow consistently with the company's mission and planning. Managed workload of a large group of attorneys to ensure timely service. Provided direct client services for elevated, complex or problematic matters. Oversaw department budget. Collaborated with social media and marketing departments. Collaborated with product development team; wrote and managed legal practice software. Maintained accurate data on departmental contracts, accounting, quality assurance and client satisfaction. Provided operational support for all virtual programming and software. Served as secondary spokesperson for press inquiries and informational sessions with business partners.

**Lead Mediator, [REDACTED]**

Worked with families to resolve the issues of their divorce Guided couples through a series of meetings during which I would facilitate the couple's understanding and resolution of subjects necessary for marital settlement Worked through extremely high conflict situations with couples Settlement success rate of 95% as judged by clients not litigating their divorces and reaching a settlement agreement that was meaningful to them

**Hin haw & Culbert on, LLP**

**Associate, [REDACTED]**

Independently guided and managed all aspects of trial practice Prepared litigation and discovery strategy; researched and prepared memoranda of law; prepared motions and discovery requests and responses; made all related court appearances; defended and took depositions

**Wilke & McHugh PA , Long Beach, CA**

**Associate, [REDACTED]**

Independently guided and managed all aspects of trial practice, including multiple actions with settlement value in excess of \$1,000,000 Primary California attorney for firm wide national litigation matters, including class actions Evaluated potential cases for estimated value, likelihood of success and cost of litigation Prepared litigation and discovery strategy; researched and prepared memoranda of law; prepared motions and discovery; made all related court appearances; defended and took numerous witness and expert depositions; prepared witnesses; primary client contact Coordinated trial preparation Negotiated settlements, drafted and prepared settlement documents

**Hin haw & Culbert on LLP, San Francisco, CA**

**Associate, [REDACTED]**

**Summer Associate, [REDACTED]**

Guided all aspects of litigation practice Prepared litigation and discovery strategy; researched and prepared memoranda of law; independently prepared motions; independently prepared discovery; made court appearances; defended and took depositions; prepared witnesses Attended arbitration and settlement conferences Independently drafted complex insurance coverage analyses, advised carriers on management of claims and managed litigation with in house counsel

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## EDUCATION

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*University of California, Davis, School of Law, J D* [REDACTED]

Public Service Law Program

Chairperson, King Hall Legal Foundation

Professor Margaret Z Johns Torts Teaching Assistant [REDACTED]

Moot Court/Trial Practice

Civil Rights Clinic

*University of California, Santa Cruz, B A* [REDACTED]

Highest Honors, American Studies Department

Honors, Merrill College, UCSC

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## LICENSES / CERTIFICATES/MEMBERSHIP

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California, December [REDACTED]

U S District Courts for the Northern, Eastern and Central Districts of California

Certified Mediator, The Center for Understanding in Conflict [REDACTED]

Hinshaw & Culbertson Women's Affinity Network

San Francisco Bar Association

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## RECOGNITION

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Super Lawyers Rising Star [REDACTED]

Equity Design Team Member, Yu Ming Charter School (2017 - 2018)

FSO Co Chair, Yu Ming Charter School (2019 - Present)

## Casey Hatton



July 8, 2020

Dear Yu Ming Parents:

I am the parent of a rising 8th grade son who has been at Yu Ming since Kindergarten. I am also a current FSO Co-Chair. I am always in awe at what the Yu Ming parent community accomplishes and would appreciate the opportunity to represent us as the Parent Board Member.

In my time at Yu Ming I have held the roles of lunch-time volunteer, room parent, Equity Circle participant, Equity Design Team member, Black & Latinx Families Affinity Group member, and FSO Co-Chair. In my professional career I am the Director of Content Operations at Continuing Education of the Bar, a non-profit legal publisher for California attorneys. I am also an attorney with years of litigation experience.

Like all of you, my childrens' education is my top concern for their well-being and growth. As the parent representative, I will bring my understanding of Yu Ming and my legal and business skills to the board. I believe I can be a strong voice of external accountability, oversight, and leadership. I am especially interested in helping the school achieve its goals of increased enrollment for diverse and traditionally under-served student populations.

I have attached my resume and hope that I can have your vote as our parent board member representative.

Very truly yours,



Casey Hatton

# Cover Sheet

## Designation of Compensation Committee Chair

**Section:** V. Governance Update  
**Item:** B. Designation of Compensation Committee Chair  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
YM Compensation Committee Approved 10-15-12 - Changes inserted in PDF.pdf



## Yu Ming Board Committees

### COMPENSATION COMMITTEE DESCRIPTION

#### **Overall Role:**

~~The Compensation Committee leads the annual process for evaluating performance and setting compensation for the Principal and other executive staff. This is an ad-hoc committee that is expected to meet twice (one at the beginning and another toward the end of) each school year.~~

#### **Appointments:**

- ~~• A minimum of three members but less than the quorum of the Board of Directors shall serve on the Compensation Committee, one of whom shall be the Chair of the Compensation Committee.~~
- ~~• Appointments of the Chair shall be made annually in accordance with the bylaws.~~

#### **Responsibilities:**

- To establish a comprehensive compensation policy for the school principal and other executive staff.
- To establish, review and recommend revision, as needed, performance expectations for the school principal.
- To provide an annual formal written evaluation for the school principal.
- To evaluate suitability of compensation package for the school principal and recommend to the board any adjustments needed.

## Cover Sheet

### Brown Act Training & Legislative Update - Wayne K. Strumpfer, Of Counsel, Young Minney & Corr

**Section:** V. Governance Update  
**Item:** F. Brown Act Training & Legislative Update - Wayne K. Strumpfer, Of  
Counsel, Young Minney & Corr  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:**  
Yu Ming Brown Act refresher August 2020 (WKS) [Compatibility Mode].pdf



**YM&C**  
YOUNG, MINNEY & CORR, LLP

**QUESTIONS ANSWERS**

**Yu Ming Charter School  
Brown Act Refresher**

Presented by:  
Wayne K. Strumpfer  
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**THE CHARTER LAW FIRM**

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**Education Code 47604.1**

**New Law on Charter School Transparency**

- Makes express law that charter schools must comply with Public Records Act, Brown Act, Political Reform Act, and Government Code 1090 being applicable to charter schools and entities managing/operating charter schools.

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2

**Education Code 47604.1**

- Yu Ming Board of Directors, operating a single charter school, must meet within the physical boundaries of Alameda County
- No legal requirement to audio and/or video record all governing board meetings or post recordings on each website. However, if you do record, you must keep for at least 30 days and it is considered a public record.
- Allows an employee of a charter school to be on the charter school board as long as they *abstain from voting on or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.*

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3

**QUESTIONS ANSWERS**

**Understanding the  
Brown Act**

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**Meetings**

**Brown Act Applies to Meetings of the Board**

- Basic Definition
  - When any congregation of a majority of the members of the body meet to hear, discuss, deliberate, or take action on any item of Charter School business

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**Meetings**

**Board Committees**

Nearly all committees must comply with the Brown Act

**Exception:**


A Committee that is:

- Advisory (not decision making)
- Composed of only Board members
- Less than a quorum of the Board
- Must not be a standing committee

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## Meetings



**Serial Meetings**

- Examples: Hub or Chain
- Technology may result in meetings at times you might not expect
  - E-mails
  - Text messages
  - Social media
  - Website postings
  - Online forums
  - Telephone calls
  - Faxes

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## Meetings

**Teleconference Meetings**  
Six Additional Requirements:

1. Agenda must be posted at all teleconference locations.
2. Each teleconference location must be identified in the notice and agenda of the meeting.



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## Meetings

**Teleconference Meetings**

3. All votes taken must be by roll call.
4. Each teleconference location must be accessible to the public. (ADA-compliance required.)
5. Members of the public must be able to hear and must have the right to address the Board directly from each teleconference location.
6. A quorum of the Board must participate from within the county in which the Charter School is located.

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## Governor's Executive Order

A charter school board may hold teleconference meetings without adhering to all of the requirements of the Brown Act. Executive Order N-29-20 allows the following flexibility in teleconference meetings:

- The agenda does not need to provide notice of each teleconference location nor do agendas need to be posted at each location;
- A quorum of board members need not be located in the Charter School jurisdiction; and
- Governing board members may participate in a teleconference meeting from places that are not publicly accessible.

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## Governor's Executive Order

The charter school board may take advantage of this additional flexibility in teleconference meetings so long as the school complies with the following:

- The public has access via internet and/or telephone to the Board meeting and can provide public comment in some electronic form.
- The charter school uses its sound discretion and makes reasonable efforts to adhere, as closely as possible, to the other provisions of the Brown Act in order to maximize transparency and provide public access.


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## Meetings

**Executive Compensation**


- Approval of CEO/Executive Director's compensation must occur at a regular (not special) meeting
- Govt. Code 54953: Prior to final action, Board must orally report a summary of the recommendation for final action, including the salary, salary schedule, and fringe benefits, during the open meeting where final action will be taken.
- Final action in open session



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## Notice Requirements



### Notice and Agendas


**When?**

- Regular meetings – 72 hours notice
- Special meetings – 24 hours notice
- Emergency meetings – 1 hour notice (rare)

**Where to Post?**

- Physically at a publicly accessible location within the jurisdiction during the entire posting period
- At all teleconference locations, if any
- On the website – homepage (new law – took effect for meetings on or after Jan. 1, 2019)


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## Notice Requirements



Govt. Code 54954.2(a)(2): "It is in the public interest to ensure that members of the public can easily and quickly find and access meeting agendas of legislative bodies ... on the Internet homepage of those certain local agencies."

- Applies to meetings on or after Jan. 1, 2019
- Prominent, direct link to agenda on homepage
- If agency uses an "integrated agenda management platform," current agenda must be at the top.
- Agenda must be (1) retrievable, downloadable, indexable, and electronically searchable; (2) platform independent and machine readable; and (3) available to the public free of charge.


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## Rights of the Public




### Rights to enable access and participation

- Give oral testimony at meeting
  - Addressing disruptive speakers
- Audio record and broadcast
- Limitations on conditions of public attendance
- Non-discriminatory facilities (reasonable accommodations under ADA)
- Copies of agendas and other public writings

Govt. Code 54954.3(b)(2): Must provide 2x the time for public testimony to persons utilizing a translator to ensure equal opportunity.


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## Closed Sessions



### What Are the Permissible Closed Sessions?

1. Pending/anticipated litigation (conference with legal counsel)
2. Pupil discipline (Education Code)
3. Personnel (appointment, employment, evaluation, discipline, dismissal)
  - Caveat: 24-hour written notice to employee is required if Board will hear complaints and/or charges
4. Real estate negotiations
5. Labor negotiations
6. Public security


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## Closed Session



### Requirements

- Use "Safe Harbor" agenda language (GC 54954.5)
- Prior to Closed Session:
  - Board Must Make a Public Announcement of Reasons for Closed Session Prior to Closed Session
  - Public Must Have an Opportunity to Comment
- After Closed Session:
  - Board Must Make a Public Report of Action Taken in Closed Session and Vote or Abstention of Every Board Member
- Semi-closed meetings are prohibited
- Confidentiality is required


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## Enforcement



### Complaints and Challenges

- Notice of Concern
  - Often brought by Charter Authorizer
  - Short turnaround to respond
  - Seek advice from legal counsel on response
- Notice and Demand for Cure or Cease and Desist
  - Can be brought by DA or member of the public
  - Board must cure/respond within 30 days
  - Seek advice from legal counsel on response

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916.646.1450 • INFO@MYCHARTERLAW.COM • WWW.MYCHARTERLAW.COM



**QUESTIONS AND RESPONSES**

**THANKS FOR ATTENDING TODAY!**

**SACRAMENTO OFFICE:**  
655 UNIVERSITY AVENUE  
SUITE 150  
SACRAMENTO, CA 95825

**LOS ANGELES OFFICE:**  
5200 LANKERSHIM BLVD.  
SUITE 370  
NORTH HOLLYWOOD, CA 91601

**SAN DIEGO OFFICE:**  
591 CAMINO DE LA REINA  
SUITE 910  
SAN DIEGO, CA 92108

**WALNUT CREEK OFFICE:**  
500 YGNACIO VALLEY ROAD  
SUITE 190  
WALNUT CREEK, CA 94596

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# Cover Sheet

## Approval of Unaudited Actuals Report 2019-2020

**Section:** VII. Finance Update  
**Item:** A. Approval of Unaudited Actuals Report 2019-2020  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 01100170124172.pdf

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

**July 1, 2019 to June 30, 2020**

**Charter School Name:** Yu Ming Charter School

**CDS #:** 01100170124172

**Charter Approving Entity:** Alameda County Office of Education

**County:** Alameda

**Charter #:** 1296

**This charter school uses the following basis of accounting:**

**(Please enter an "X" in the applicable box below; check only one box)**

**Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

**Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
<b>1. LCFF Sources</b>				
State Aid - Current Year	8011	3,691,175.00		3,691,175.00
Education Protection Account State Aid - Current Year	8012	392,244.00		392,244.00
State Aid - Prior Years	8019			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096			0.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		4,083,419.00	0.00	4,083,419.00
<b>2. Federal Revenues (see NOTE in Section L)</b>				
No Child Left Behind/Every Student Succeeds Act	8290			0.00
Special Education - Federal	8181, 8182		59,223.00	59,223.00
Child Nutrition - Federal	8220		21,894.00	21,894.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299	1,411.00	41,113.00	42,524.00
Total, Federal Revenues		1,411.00	122,230.00	123,641.00
<b>3. Other State Revenues</b>				
Special Education - State	StateRevSE		256,761.00	256,761.00
All Other State Revenues	StateRevAO	84,313.00	439,862.00	524,175.00
Total, Other State Revenues		84,313.00	696,623.00	780,936.00
<b>4. Other Local Revenues</b>				
All Other Local Revenues	LocalRevAO	1,887,650.00	50,634.00	1,938,284.00
Total, Local Revenues		1,887,650.00	50,634.00	1,938,284.00
<b>5. TOTAL REVENUES</b>				
		6,056,793.00	869,487.00	6,926,280.00
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
<b>1. Certificated Salaries</b>				
Certificated Teachers' Salaries	1100	1,880,990.00	54,116.00	1,935,106.00
Certificated Pupil Support Salaries	1200	53,209.00	81,654.00	134,863.00
Certificated Supervisors' and Administrators' Salaries	1300	579,650.00		579,650.00
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		2,513,849.00	135,770.00	2,649,619.00
<b>2. Noncertificated Salaries</b>				
Noncertificated Instructional Salaries	2100	245,573.00		245,573.00
Noncertificated Support Salaries	2200	80,587.00		80,587.00
Noncertificated Supervisors' and Administrators' Salaries	2300	244,457.00		244,457.00
Clerical, Technical and Office Salaries	2400	232,190.00		232,190.00
Other Noncertificated Salaries	2900	179,691.00	2,865.00	182,556.00
Total, Noncertificated Salaries		982,498.00	2,865.00	985,363.00
<b>3. Employee Benefits</b>				
STRS	3101-3102	382,323.00	5,710.00	388,033.00
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	107,189.00	703.00	107,892.00
Health and Welfare Benefits	3401-3402	289,621.00		289,621.00
Unemployment Insurance	3501-3502	19,249.00	18.00	19,267.00
Workers' Compensation Insurance	3601-3602	32,538.00		32,538.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	(13,932.00)		(13,932.00)
Total, Employee Benefits		816,988.00	6,431.00	823,419.00

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

**Charter School Name:** Yu Ming Charter School

**CDS #:** 01100170124172

<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	953.00		953.00
Books and Other Reference Materials	4200	16,420.00		16,420.00
Materials and Supplies	4300	114,951.00	26,674.00	141,625.00
Noncapitalized Equipment	4400	73,240.00	30,932.00	104,172.00
Food	4700		70,904.00	70,904.00
Total, Books and Supplies		205,564.00	128,510.00	334,074.00
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	17,889.00	1,730.00	19,619.00
Dues and Memberships	5300	6,570.00		6,570.00
Insurance	5400	38,737.00		38,737.00
Operations and Housekeeping Services	5500	82,811.00		82,811.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	200,315.00	371,820.00	572,135.00
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	534,514.00	237,739.00	772,253.00
Communications	5900	41,201.00		41,201.00
Total, Services and Other Operating Expenditures		922,037.00	611,289.00	1,533,326.00
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	70,166.00		70,166.00
Total, Capital Outlay		70,166.00	0.00	70,166.00
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438	974.00		974.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		974.00	0.00	974.00
Total, Other Outgo		974.00	0.00	974.00
<b>8. TOTAL EXPENDITURES</b>		5,512,076.00	884,865.00	6,396,941.00
<b>Description</b>	<b>Object Code</b>	<b>Unrestricted</b>	<b>Restricted</b>	<b>Total</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		544,717.00	(15,378.00)	529,339.00
<b>D. OTHER FINANCING SOURCES / USES</b>				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699	(7,661.52)	7,661.52	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		7,661.52	(7,661.52)	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)</b>		552,378.52	(23,039.52)	529,339.00

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: Yu Ming Charter School

CDS #: 01100170124172

**F. FUND BALANCE / NET POSITION**

1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	1,728,992.98	221,766.27	1,950,759.25
b. Adjustments/Restatements	9793, 9795	154,184.75	(198,726.75)	(44,542.00)
c. Adjusted Beginning Fund Balance /Net Position		1,883,177.73	23,039.52	1,906,217.25
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		2,435,556.25	0.00	2,435,556.25
<b>Components of Ending Fund Balance (Modified Accrual Basis only)</b>				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
<b>3. Components of Ending Net Position (Accrual Basis only)</b>				
a. Net Investment in Capital Assets	9796	153,595.90		153,595.90
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	2,281,960.35	0.00	2,281,960.35

Description	Object Code	Unrestricted	Restricted	Total
<b>G. ASSETS</b>				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	2,039,785.56		2,039,785.56
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150	(15,206.62)		(15,206.62)
3. Accounts Receivable	9200	112,566.82		112,566.82
4. Due from Grantor Governments	9290	979,781.15		979,781.15
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	259,991.49		259,991.49
7. Other Current Assets	9340	50,237.80		50,237.80
8. Capital Assets (accrual basis only)	9400-9489	153,595.90		153,595.90
9. TOTAL ASSETS		3,580,752.10	0.00	3,580,752.10
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
<b>I. LIABILITIES</b>				
1. Accounts Payable	9500	419,158.83		419,158.83
2. Due to Grantor Governments	9590	195,638.00		195,638.00
3. Current Loans	9640	236,186.87		236,186.87
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	294,213.13		294,213.13
6. TOTAL LIABILITIES		1,145,196.83	0.00	1,145,196.83
<b>J. DEFERRED INFLOWS OF RESOURCES</b>				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
<b>K. FUND BALANCE /NET POSITION</b>				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2)		2,435,555.27	0.00	2,435,555.27



**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2019 to June 30, 2020

Charter School Name: Yu Ming Charter School

CDS #: 01100170124172

**L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT**

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:**

**1. Federal Revenue Used for Capital Outlay and Debt Service**

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$		0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
<b>TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**2. Community Services Expenditures**

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999
b. Noncertificated Salaries	2000-2999
c. Employee Benefits	3000-3999
d. Books and Supplies	4000-4999
e. Services and Other Operating Expenditures	5000-5999
<b>TOTAL COMMUNITY SERVICES EXPENDITURES</b>	<b>0.00</b>

**3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:**

Results of this calculation will be used for comparison with 2018-19 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2021-22.

a. Total Expenditures (B8)	6,396,941.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	123,641.00
c. Subtotal of State & Local Expenditures [a minus b]	6,273,300.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	71,140.00
<b>TOTAL STATE &amp; LOCAL EXPENDITURES SUBJECT TO MOE</b> [c minus d minus e]	<b>\$ 6,202,160.00</b>

# Cover Sheet

## Approval of Board Re-opening Resolution

**Section:** IX. Board Re-opening Resolution  
**Item:** A. Approval of Board Re-opening Resolution  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Board Re-Opening Resolution\_ForBoardApproval\_20200829.docx



Board of Directors Resolution #FY20-001

**CONCERNING MEASURES TO ADDRESS ONGOING IMPACTS OF COVID-19  
DURING SCHOOL RE-OPENING**

WHEREAS, Yu Ming Charter School (“Yu Ming”) manages, operates and directs the operations of Yu Ming Charter School (“Charter School”) in California; and

WHEREAS, the safety and well-being of all students, employees, parents and stakeholders of the Charter School is paramount; and

WHEREAS, equitable access to educational programs is essential for the student population that our Charter School serves; and

WHEREAS, on March 4, 2020 the Governor of the State of California declared a statewide emergency relating to the COVID-19 pandemic; and

WHEREAS, the Governor has directed state agencies to provide updated and specific guidance to schools; and

WHEREAS, the Governor has issued Executive Orders pertaining to school closures and other COVID-19 mitigation issues; and

WHEREAS, Yu Ming has been monitoring advice provided by local, state, and federal authorities including, but not limited to, the California Department of Education (“CDE”), Alameda County Office of Education, Centers for Disease Control, Governor’s Office, California Department of Public Health, and Alameda County Department of Public Health (“Relevant Authorities”); and

WHEREAS, guidance and directives from Relevant Authorities continues to rapidly evolve in response to new scientific knowledge, as well as changes to local infection rates in the communities served by the Charter Schools; and

WHEREAS, time will often be of the essence in responding to new guidance and directives issued by Relevant Authorities in order to protect the health of our students, employees and campus visitors; and

WHEREAS, the Yu Ming Board previously authorized the closure of the Charter School in response to the pandemic and distance learning was provided to students through the end of the 2019-20 academic year; and

WHEREAS, the State of California has now issued guidance allowing public schools to re-open in time for the fall semester with certain significant modifications and subject to local conditions; and

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WHEREAS, the CDE issued guidance pertaining to school re-openings on June 8, 2020; and

WHEREAS, the Alameda County Office of Education has issued guidance in the form of a school reopening plan for the 2020-21 school year relating to many aspects of school operations; and

WHEREAS, the Alameda County Public Health Officer has ongoing authority to take steps as necessary to protect the health of Alameda County students and the general public and we do not know at this time whether the Charter School's campuses will be allowed to re-open, re-open with modifications, or not re-open at all; and

WHEREAS, Yu Ming must begin taking steps to plan for re-opening in order to be able to re-open safely and smoothly in the event re-opening is permitted, as well as make plans should re-opening be entirely distance learning; and

WHEREAS, the Yu Ming Board anticipates that guidance from federal, state, and local officials will continue to change in response to the rapidly evolving pandemic and this necessitates a broad delegation of authority to the Charter School's leadership team to respond in real time both to the pandemic and issues caused by the pandemic; and

WHEREAS, the pandemic has also caused substantial economic disruption to the State of California that will impact the Charter School's public funding in significant but as yet unknown ways that necessitate the Board delegating more authority to the Head of School to manage the budget of the Charter School in the context of reduced and/or delayed state funding; and

WHEREAS, there are numerous legal and organizational impacts to decisions made in response to the COVID-19 virus and strict adherence to provisions in existing school policies and/or procedures of the Charter School might prevent, hinder, or delay appropriate actions to prevent and mitigate the effects of COVID-19; and

NOW THEREFORE BE IT RESOLVED THAT the Board of Directors of Yu Ming directs the following:

1. The Head of School is authorized to develop and implement a plan for re-opening schools ("Plan") in Fall 2020 in accordance with guidance and/or directives from the chartering authority, and local, state or federal government officials, including, but not limited to, Relevant Authorities.
2. The Plan shall include, but is not limited to: (a) any changes necessary to comply with public health guidance and directives from Relevant Authorities (e.g., physical distancing requirements, cleaning requirements, screening requirements, hygiene training, protective equipment, quarantine area(s), transportation plans and vehicle infection control, Cal/OSHA requirements, lunch and recess period procedures, nutrition service changes, addressing needs of students and employees with underlying health conditions, etc.); and (b) changes to each school's educational program (e.g., changes necessary to support physical distancing, instructional schedule, assessment of student needs and progress, interventions, social-emotional learning, technology needs, meeting the needs of special education students, English Learners, distance learning options, etc.) including the before-and-after school programs, the day care programs, the professional development and training of employees, and the engagement and communication with stakeholders relating to the Plan. Communications relating to the pandemic and the Plan will be translated into languages spoken by families at home to the extent practicable.
3. The Head of School shall review and update the Emergency Preparedness Plan, School Safety Plan, Continuity of Operations Plan and Pandemic Plan of the Charter School and Yu Ming as necessary to comply with guidance and directives from Relevant Authorities and other government agencies.
4. The Head of School shall have the authority to close the Charter School and/or move to entirely distance learning during some or all of the 2020-21 academic year should the chartering authority, or local, state, or federal government officials, including, but not limited to Relevant Authorities, direct or recommend the closure as a result of a resurgence of COVID-19 or some other health emergency.

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5. The Head of School or designee shall have the additional authority to direct the closure of the Charter School or classrooms or facilities for additional periods not covered in Paragraph 4 based on the Head of School's determination that it is necessary to protect student and/or employee health and safety as a result of a resurgence of COVID-19 or some other health emergency.
6. In order to immediately protect the health and safety of students and/or employees, the Head of School may waive any school or organization-wide policy or procedure to implement directives and/or guidance from Relevant Authorities.
7. The Head of School shall have the authority to exclude anyone from school campus(es) other than students and employees, including parents and volunteers, in order to minimize risk of COVID-19 exposure from the surrounding community.
8. In order to immediately protect the health and safety of students and employees, the Head of School or designee may exclude students or employees from school or school activities as necessary to implement guidance or directives from Relevant Authorities or applicable law.
9. The Head of School or designee may hire additional employees or independent contractors as necessary or convenient for purposes of performing tasks recommended by Relevant Authorities or that the Head of School deems necessary in their discretion to mitigate the actual or potential impacts of COVID-19.
10. As necessary, the Head of School, in consultation with the Charter School's legal counsel, is directed to negotiate any necessary changes to or cancellations of other nonemployment contracts in order to mitigate losses that the Charter School would otherwise incur, or to provide different levels and types of services needed, as a result of actual or potential impacts of COVID-19.
11. The Head of School or designee may direct that some or all parent meetings, conferences, discussions, or other required parent interactions be held telephonically in order to minimize potential exposure of students and employees by parents or other community members.
12. As necessary, the Head of School, in consultation with the Charter School's legal counsel, is directed to negotiate and implement revisions to employment agreements for employees relating to impacts on the terms and conditions of employment caused by the actual or potential impacts of COVID-19.
13. The Head of School is authorized to implement layoffs, furloughs, salary freezes, and salary reductions to the extent permitted under employment contracts, and state law in order to effectuate the provisions of this Resolution and to maintain fiscal solvency notwithstanding cuts and deferrals of funding from the State of California.
14. The Head of School, in consultation with the Charter School's granting agency, if required, may implement revisions to the academic calendar for the 2020-21 academic year, if necessary.
15. The Head of School with ExED shall prepare and file all necessary requests and supporting documentation to preserve full apportionment funding.
16. The Head of School may continue to approve use of virtual, independent study or other distance learning programs.
17. The Head of School or designee may restrict or cancel the use of school facilities by off-campus groups and may restrict or cancel extra-curricular activities, field trips, sports, or other school activities sponsored by student or parent groups.
18. The Head of School shall have the authority to reduce expenditures in any budget category and re-allocate these funds to cover costs associated with re-opening and operating the Charter School in accordance with guidance and directives of Relevant Authorities and the Plan.

19. The Head of School, after consulting the Board Chair, shall have the authority to exceed the \$10,000 limit that would ordinarily trigger the requirement to also obtain approval of the Board of Directors under Board fiscal policies in order to pay for expenses related to the implementation of guidance and directives from Relevant Authorities and other government agencies relating to the re-opening or operation of the Charter School and to implement the Plan. However, the cumulative total of such expenses shall not reduce the unrestricted reserves of the Charter School to lower than ten percent (10%) without prior approval of the Board of Directors. Additionally, all such expenditures shall be reported to the Board and ratified at the Board's next regularly scheduled meeting. The Head of School and Board Chair shall be mindful of the Charter School's current fiscal condition in authorizing such expenditures.
20. The Head of School is authorized to enter into contracts for loans, revenue anticipation notes, and receivable sales to provide cash flow financing to the Charter School that is necessary to cover deferrals in state apportionment payments to the Charter School. The Head of School shall provide advance notice to the Board of such financing transactions whenever possible and will consult with the Yu Ming Board Chair regarding all such financing transactions.
21. The Head of School is authorized to seek material revisions to the charter of the Charter School, as necessary, to implement the Plan to reopen schools or pivot to distance learning, other changes that may be necessary to ensure the fiscal stability of Yu Ming and the Charter School, or to maintain the educational excellence of the Charter School's programs during the pandemic.
22. The Head of School shall have the authority to commence, defend, and settle litigation on behalf of Yu Ming and the Charter School that relates to or arises out of the pandemic. This authority shall include, but not be limited to claims and lawsuits relating to employees, students, parents, and volunteers who bring claims due to illness or that arise as a result of the Charter School implementing the Plan or guidance and directives of Relevant Authorities or other government agencies. The Head of School shall notify the Board of Directors of any lawsuit or claim brought against Yu Ming or the Charter School within thirty (30) days.
23. The Head of School is authorized to seek and accept donations from private sources and to apply for and accept funding from public sources including, but not limited to disaster relief funds, to cover the costs of implementing the Plan and/or following the guidance and directives of Relevant Authorities.
24. The Head of School shall consult with the Charter School's insurer and/or legal counsel for any advice as to how to deal with virus-related issues.
25. The Head of School is directed to inform families about the Plan and updates to information and directives being received from Relevant Authorities relating to the pandemic as determined in the Head of School's reasonable judgment.
26. The Head of School shall keep the Board informed of their implementation of the provisions of this Resolution. In addition, the Head of School shall keep the Charter School's parents updated on development and implementation of the Plan.
27. In anticipation that the pandemic may continue past the 2020-21 academic year, this Resolution shall remain in effect through June 30, 2022 unless modified or terminated prior to that time by action of the Yu Ming Board of Directors.

PASSED AND ADOPTED by the Board of Directors of Yu Ming Charter School on this 29<sup>th</sup> day of August, 2020.

AYES:

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NOES:  
ABSTAIN:  
ABSENT:

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Secretary  
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# Cover Sheet

## Executive Compensation Study Review and Approval of Head of School 2020-21 Compensation

**Section:** X. Head of School Evaluation and Compensation  
**Item:** C. Executive Compensation Study Review and Approval of Head of School 2020-21 Compensation  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** ED Comp Analysis for Yu Ming.pdf  
ExED School Leader Salaries Benchmark Data 19-20.pdf



## Compensation Analysis for Yu Ming

Based on ExED Compensation Data for School Leaders in 2019-20

1. K-8 schools only, all school leaders = \$121K
  2. Schools serving Elementary and/or Middle grades, school leader salary average = \$125K; total comp including bonuses average = \$129K
  3. Schools serving Elementary and/or Middle grades, Executive Director or similar positions average only (no principals) = \$133K; total comp including bonuses average = \$140K
- For the final group above (no principals), about 30% give bonuses. For all schools 10% of school leaders get bonuses, including principals.
  - Outliers – removing two very high outliers, the average for the #2 goes down to \$121K, and #3 goes down to \$127K (including bonuses).



# School & Organizational Leader Salary Benchmark 2019-20

## Introduction

ExED has compiled salaries for various school leadership roles to assist our clients and/or their boards to benchmark their school leadership salaries. It is important to recognize that leadership compensation comprises various aspects including salary, bonuses, and other benefits and the structure of the compensation can vary across organizations. ExED has limited the scope of our analysis and comparison to annual salaries which is a data set that is easier to collect and compare. While we recognize salary data is only one component of total compensation, it is the most significant component of compensation. That being said, we recommend our clients seek other datasets to complement and augment the data ExED has provided. Finally, this data is intended to be used solely by our clients.

## Methodology

ExED collected salary data for 128 individuals from 103 charter schools for the 2019-20 school year. The data was organized based on three elements:

- Position
  - Home Office Leader: Individual who leads an organization that operates more than one school
  - Principal: Individual serving in Principal role at either a single school or multi-school organization
  - Executive Director or Director: Individual serving in Executive Director or Director or similar-level Role at a single school or multi-school organization
- School Level
  - Data for Principals and Executive Director/Director was further divided by the level of school the individual served: Elementary, K-8, Middle School, High School, or K-12/Secondary Span (Director's only)
- Enrollment
  - Data for Principals and Executive Director/Director was further divided by the current enrollment level of the school the individual served: less than 250, 250-400, 400-600, 600+ students [note that many of these schools may be planning to grow to a larger size enrollment]



### 2019-20 SCHOOL/CMO LEADER SALARIES

Leader Category			Min	25 Percentile	Median	75 Percentile	Max	Average	Count
Home Office Leader			112,000	161,168	198,636	223,314	267,750	193,672	15
Principal			87,500	105,060	110,700	118,450	156,298	110,700	53
Director or ED			86,946	106,617	123,029	140,789	210,129	123,029	60
									128
<b>PRINCIPALS</b>									
Leader Category	School Level	Enrollment	Min	25 Percentile	Median	75 Percentile	Max	Average	Count
	Elementary		93,627	102,766	107,530	115,533	156,298	110,714	18
	K-8		104,545	106,500	108,060	112,005	140,000	113,328	6
	Middle School		87,500	105,500	110,000	116,781	134,824	110,334	16
	High School		105,060	111,500	121,119	140,000	147,900	124,625	12
		<=250	87,500	104,659	106,030	110,000	122,000	106,613	14
		250<>400	97,500	105,250	112,714	118,450	147,900	115,701	18
		400<>600	93,627	109,500	113,300	118,450	147,900	115,235	16
		>600	106,000	108,120	115,000	140,000	156,298	125,084	5
									53
<b>DIRECTORS OR ED'S</b>									
Leader Category	School Level	Enrollment	Min	25 Percentile	Median	75 Percentile	Max	Average	Count
	Elementary		86,946	102,500	112,385	127,314	140,789	113,565	15
	K-8		97,470	116,979	131,250	139,451	171,713	131,390	19
	Middle School		90,000	108,500	111,605	127,765	150,000	116,774	14
	K-12 or Secondary Span		150,960	176,101	184,481	190,893	210,129	182,513	4
	High School		95,000	103,000	137,980	166,036	201,035	139,067	8
		<=250	86,946	96,250	105,000	110,000	150,960	106,493	14
		250<>400	96,008	113,164	127,314	138,404	150,960	125,936	14
		400<>600	97,470	113,000	130,000	150,000	201,035	135,885	21
		>600	105,000	125,022	137,567	161,150	210,129	142,701	11
									60

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