

Learning Continuity and Attendance Plan (2020–2021)

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1. General Information

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

As a result of the COVID-19 pandemic, YPSA had to suddenly alter its educational program. Therefore, the school had to cease all in-person learning and transition into a distance learning model. The following timeline details the actions taken by YPSA between March 2020 and August 2020:

Date	Activity
March 16 – 27	Created a professional development reading series on the topic of “Exceeding Expectations” by Susan Kovalik & Karen Olsen and assigned it to all staff members with specific chapters, questions, and due dates to enhance their understanding of the Highly Effective Teaching (HET) model. This was a crucial step to prepare all staff members in their application of the HET model in distance learning.
	Developed a distance learning plan that included criteria and scope of work for each classification of staff.
	Provided professional development for teachers on the distance learning plan, which included the use of Google Classroom, the 8-step lesson plan format, the Common Core State Standards (CCSS) map, and the implementation timeline.
	Surveyed all stakeholders to determine their current state of technology device and internet accessibility to conduct distance learning.
March 30	Conducted training for teachers on (1) the use of the CCSS to plan their lessons using the 8-step lesson plan template, (2) the use of Google Classroom to stream announcements, create assignments, questions, and documents from Google Docs, Google Slides, and Google Forms, and (3) the device distribution plan.
April 1 – 3	Distributed 124 iPads and 194 laptops to all students in need of a device for distance learning.

	Created Google Classrooms that included announcements, assignments, videos, and questions for all teachers. This process included the rostering and inviting of students to each Google Classroom, followed by communications to parents to ask for their support to get their students to accept the invitations.
April 13 – May 4	Began implementation of distance learning.
	Created distance learning criteria and conducted training for Achievement Through Technology (ATT) supervisors, instructional aides, yard supervisors, custodial staff, and office staff on roles, responsibilities, and expectations on distance learning.
	Continued to distribute devices to scholars who are still in need of one, exchange devices for scholars whose devices may not be working properly, and support parents to help their students to navigate the Google Classroom platform via text, email, phone calls, and Zoom.
May 4- June 4	Began virtual SSTs, IEPs, and 504s via Zoom to review and update services.
	Developed a progress monitoring and management tool to guide the staff with the implementation of the distance learning plan. The use of the tool was introduced to the staff, and data was collected to determine the necessary steps to be taken by the school to improve its distance learning plan.
	Purchased on-line resources such as Screencastify, Seesaw, Quizlet, Google G Suite, and Kahoot to support with teaching and learning in the distance learning plan.
	Assembled a school re-opening committee to develop an in-person learning plan to prepare for the 2020-2021 school year, consistent with the health and safety guidelines provided by CDE and CDC.
June 4 – July 14	Ordered resources and materials needed for provision of a safe environment to conduct in-person learning.
	Collected iPads and laptops that were distributed to students in April to be reconfigured with updated software for the upcoming school year.
July 15 – 22	Announced the extension of school closure and distance learning that aligns with the Sacramento County Public Health Department, Sacramento County Office of Education, and Sacramento City Unified School District.
	Re-distributed iPads, laptops, and learning resources and materials to students to prepare them for the extension of distance learning. Teachers re-create Google Classrooms, rostered and invited new students, and communicated with parents to prepare for the first day of school.

July 23 – 24	Provided professional development and training to all staff on the updated distance learning plan to prepare them to receive all students on the first day of school.
July 27	Implemented full distance learning.
	Continued to complete the “in-person learning environment” preparation.

The timeline above details the actions taken so far by the school to support the teaching and learning in the wake of the COVID-19 pandemic.

While the actions above were taken, the school had to add other crucial elements needed to support the teaching and learning. Communication had to be streamed in multiple venues such as Facebook, school website, Google Meets, Google Classrooms, Zoom, automated telephone messages, emails, and text messages to the school constituents to ensure a common understanding of the distance learning plan. New technology devices (21 internet access point devices, 144 laptops, and 72 iPads) were purchased to fully support distance learning. Furthermore, technology support was provided to staff to make sure all devices were working, and connectivity was stable.

In addition, 1-1 support was provided to parents who experienced technical difficulties to ensure all students had working devices and internet connectivity. Any non-working devices were replaced with a new one through arrangements between the school and the parents.

Another element that is crucial to this process is the training of staff members to check in daily, with the front office, as a way to mitigate the spread of COVID-19. As such, all staff members are to visit the COVID-19 health station, upon arrival, in the front office to:

1. Do a temperature check.
2. Sanitize hands.
3. Put on a facial mask if they do not have one.
4. Put on gloves if needed.

Staff members working on campus follow the 6-foot social distancing guideline. Areas of use are thoroughly cleaned and sanitized daily by the custodial staff to ensure the health and safety of the school.

2. Stakeholder Engagement

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

As an important part of the stakeholder engagement process, staff and community members were invited to attend virtual presentations on the learning continuity and attendance plan to provide feedback. These meeting occurred on the following dates:

Date	Activity
August 6, 2020	YPSA Staff Meeting
August 11, 2020	YPSA Academy Council Members (Public meeting #1)
September 1, 2020	YPSA Academy Council Members (Public meeting #2)
September 2, 2020	YPSA ELAC Members (Public meeting)
September 14, 2020	UCSC Board Public Hearing
September 17, 2020	UCSC Special Board Meeting to adopt the learning continuity and attendance plan

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

At YPSA, the following options were made available to constituents to learn about the Learning Continuity and Attendance Plan and provide input:

1. YPSA Staff Meeting is a gathering of teachers, administrators, and support staff to participate in professional development and decision making. At this meeting, the learning continuity and attendance plan was presented, and feedback was received.
2. Another option for constituents to provide feedback was through the YPSA Academy Council Meeting, which consists of staff and parent or community elected members. At this meeting, the members work with the principal to develop, review, and evaluate school processes and procedures related to school budget and programs. The learning continuity and attendance plan was presented, and feedback was received.
3. Also, the YPSA ELAC is a group of elected parents and staff members that represent the same percentage as the student body, who advises the principal and staff in the development of school-wide needs assessment, regular school attendance, and the school plan pertaining to English learners. The learning continuity and attendance plan was also presented, and feedback was received.
4. Finally, the UCSC Board is the governing body that oversees YPSA. Through the public hearing, members of the community have another opportunity to provide feedback through their participation. In this process, there is another opportunity for the community to provide feedback during the special Board meeting to adopt the learning continuity and attendance plan.

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

Four stakeholder meetings were held to share the learning continuity and attendance plan with constituents to gather feedback for use to improve services to students as detailed in this plan.

The first meeting was held on August 6, 2020, from 3:00 – 5:00 PM, which included all staff members at YPSA. At this meeting, the staff did not have any feedback.

The second meeting was held on August 11, 2020, from 5:30 – 7:30 PM. This meeting included parents, community members, and teachers of the Academy Council. At this meeting, one teacher shared the need for iPads and iPad stands to be used for live streaming when the school returns to in-person learning to capture daily lessons for students who are participating in remote learning or students who are absent.

Another member of the council provided a feedback pertaining to using Zoom as the virtual learning platform to deliver lessons remotely to students.

The third meeting was held on September 1, 2020, from 5:30 – 7:30 PM. This meeting included parents, community members, and teachers of the Academy Council.

The fourth stakeholder meeting took place on September 2, 2020, from 5:00 – 7:00 PM. This meeting included parents and staff members of the YPSA English Learners Advisory Committee (ELAC) and members of the public. At this meeting, the ELAC reviewed and provided feedback on the plan. At this meeting, parent members request that video recordings/tutorials of each program be made available in Spanish and Hmong to help them understand how to support their students during distance learning.

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

From the feedback gathered from the various stakeholder meetings, several major changes were made to the plan. These changes were added to the section on Additional Items to Implementing the Learning Continuity Plan. Specifically, 27 iPads and 27 iPad stands and 53 Zoom account subscriptions through the Zoom business plan were added to this plan.

3. 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.]

There are three critical action steps that YPSA will take to offer classroom- based instruction.

First and foremost, YPSA has been working to ensure that the school environment meets the safety and health guidelines prescribed by the county and state health departments. For example, 6- feet social distancing markers are placed throughout the school, beginning with the front of the school. All tables in the classrooms are replaced with desks that are six feet apart. In addition, these desks are equipped with partitions that further protect students and staff from the spread of COVID-19. Also, the following items were purchased or instituted to further provide safety for students and staff:

1. Two Temperature Check Stations (thermometers, disinfectant wipes, hand sanitizers, masks)

2. Four COVID-19 Safety Stations (gloves, disinfectant wipes, hand sanitizers, masks, facial tissues)
3. An Isolation Room (partitions, tables, gloves, disinfectant wipes, hand sanitizers, masks, medical gowns, facial tissues)
4. Cafeteria, hallways, work room, laminating room, bathrooms, front office (floor decals)
5. Classrooms (automatic hand sanitizers, gloves, disinfectant wipes, sneeze guards, desk partitions)
6. Front Office (sneeze guards, masks, clear vinyl dividers, gloves, disinfectant wipes, walkie-talkies)
7. Nurse Office (touchless thermometers, clear vinyl dividers, face shields, hazmat suits, touchless faucet, touchless hand soap, face masks, gloves, trashcan with lid)
8. Custodial personnel and supplies (part-time custodian, paper towels, degreasers, cleaners, disinfectants, deodorizers, trash cans and wheels, trash bags, gloves, toilet tissues, batteries, painter's tape, cones, hazmat suits)

While these eight items are listed as an overview to the first step taken to ensure safety of our staff and students at YPSA, we also have a more detailed plan that discusses how each item is created and utilized.

Secondly, YPSA has designed a classroom-based instruction plan called the blended on-site learning model where students will participate in two days of in-person learning and two days of distance learning. In this plan, which is aligned to the YPSA charter petition, we will be aligning our curriculum and instruction to the highly effective teaching (HET) model. To successfully create new patterns in learning, both teaching and learning need to include four key elements: Meaningful content, Absence of threat, Reflection opportunity, and Context – a.k.a. MARC. When these key elements are present at the same time, it is easier for the brain to create a new pattern, i.e., new understanding.

And lastly, YPSA has been and will continue to offer teacher training to ensure that rigorous and high-quality instruction continues for students by providing the array of structures below:

The process begins with the 4 R's structure that includes Recall, Research, Reflect, and Respond. In this process, teachers go through the following steps:

1-Recall: Focus on prior years, discuss the realities of the classroom, school, practice and policies

- a) What does our data say about the work needed? What instructional practices and supports will it require?
- b) What patterns do we see? Is it the same in primary? Intermediate?
- c) How do we begin to gather supports, tools?

2-Research: Using the data, look for trends, facts, areas of concern/successes and stay objective

- a) What percent are meeting/exceeding standards at their grade level?
- b) Identify a grade to explore further
- c) Identify what the performance and targets indicate
- d) Where is average? And how does it compare to last year?

3-Reflect: Connect performance to practice and determine possible reasons

- a) What knowledge and skills are required to support students?
- b) What are factors of successes? Challenges?

c) How do we help move the process?

4-Respond: Possible ways to move forward, while connecting to terms of cause

- a) How might we make adjustments?
- b) Observe the results and evaluate the resources
- c) How do we divvy the work amongst all of you?
- d) What is our subplan without a team member?

Next, the teachers will participate in the Collaborative Inquiry Process to design and implement a plan to address the learning needs emerged from the 4 R's above. In this process, the teachers design instructional plans that specifically target the needs of the students, implement the plan, and reflect on the effectiveness of their instructional plans. This improvement cycle repeats itself by looking at and analyzing data using the 4R's until student achievement data meet expectations.

After teachers and administrators have implemented the collaborative inquiry cycle and the 4R's, and student achievement trend is not showing improvement, then teachers implement the Individual Learning Plan (ILP) process. This process is a pre-requisite to the traditional Student Study Team (SST) process. The ILP includes a collaboration between parents, teachers, and students going through a process of identifying goals, actions, timeframe, and individual responsibilities for each action that will be taken to improve the student academic achievement. This plan is implemented for a duration up to 8 weeks, and a meeting is held to re-evaluate the effectiveness of the plan. During this time period, teachers provide small group and/or one-to-one support on the goals specified in the ILP during their intervention time (office hours). If the student makes progress, the plan continues. Conversely, if the student's achievement regresses or remains unchanged, then other strategies are explored and implemented for another eight weeks, or a SST can be considered as a next step to intervention.

Should a SST is needed, the teacher or parent can make a request to the school SST coordinator for further support to mitigate the learning loss. In this structure, a team that includes the teacher, parent(s), administrator, nurse, and the RSP/Speech teacher, convenes a meeting to review data and strategies used during the ILP process and brainstorm other possible levels of support that have not been considered. Then, a plan is developed that includes intervention strategies and goals, timeframe, and individual responsibilities required for the achievement of this plan. Implementation of the plan continues for one or two cycles of six to eight weeks. In the same manner as the ILP process, if the student makes progress, then the plan continues. On the other hand, if the plan proves to be ineffective, then, a referral for special education evaluation may be considered.

Another important thing to note during the SST process is the availability of the support from the instructional assistants at YPSA. In this process, if a student is deemed to have a lack of foundational skills in numeracy or literacy, then a member of the instructional assistant team is assigned to work with the student on a one-to-one support structure to mitigate those learning losses.

In addition to the one-to-one support in the SST process, team members in this group also provide support to low performing students such as English Learners (ELPAC levels 1-2), special education students, African American students, and all other students performing at levels 1-2 on the CAASPP.

In order for YPSA to successfully implement its educational program, as described above, to support students who have experienced significant learning loss or who are at a greater risk of experiencing learning loss in the 2019-2020 school year or due to future school closures, the Four Critical Quadrants of a Successful Culture of Instruction (The Integrated Approach to Scholar Achievement, 2nd Edition, Donyall D. Dickey, 2017) will be used to organize and support continuous growth to increase student academic achievement.

As such, YPSA believes in the power of this tool in guiding the school team to examine and improve the current and future practices in these four areas, Instructional Theories, Instructional Imperatives, Data Analysis, and Administrative Support, to mitigate any learning losses for its students.

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

Description	Total Funds	Contributing
1. The following Items were purchased to make sure the learning environment is safe for students and staff when they return to on-site learning to mitigating the spread of COVID-19. Healthier students learn better. <ul style="list-style-type: none"> • Touchless thermometers • Hazmat suits with face shields • Hand sanitizers • Gloves • Facial coverings (masks) • Safety cones 	\$90,450.54	Y
<ul style="list-style-type: none"> • Floor Decals • Spray Paint • Painters Tape 		Y
<ul style="list-style-type: none"> • Sensored hand-sanitizers • Sneeze Guards • Desk Partitions • Pencil Pouches 		Y
<ul style="list-style-type: none"> • Sanitizer refills • Walkie Talkies • Vinyl Dividers 		Y
<ul style="list-style-type: none"> • Additional trashcans to be placed outside of classrooms • Carts to wheel and transport meals to classrooms • Trash bags 		Y

Description	Total Funds	Contributing
<ul style="list-style-type: none"> Toilet papers Paper towels 6-foot social distance decals Restroom stall wall partitions 		Y
<ul style="list-style-type: none"> Signs and arrows to direct traffic 6-foot social distance markers (spray paint markers on blacktop) 		Y
<ul style="list-style-type: none"> Disinfectants Deodorizing Cleaners Concentrated Degreaser Green Earth Restroom Cleaners 		Y
<ul style="list-style-type: none"> Disinfectant Wipes 		Y
2. Hire four part-time staff members to support with lunch supervision for student safety surrounding COVID-19 and provide release time for teachers to have a 30-minute lunch break. The supervision of students ensures continuing observation of safety guidelines while the break allows teachers to re-energize and rejuvenate, a much-needed time block, for the second half of the day. Healthier teachers provide better instruction for students. The formula to generate this cost is as follows: \$15.00 per hour for 2 hours and 15 minutes per day X 175 days = \$26, 250.00.	\$26,250.00	Y
3. Hire two part-time yard duty supervisors to remind and ensure students, staff, and parents follow social distance and health guidelines throughout the school (front of school, hallways, restrooms, corridors) while on campus to further reduce the spread of COVID-19. (\$15.00 per hour X 4 hours per day X 175 days X 2 part - timers = \$21,000.00)	\$21,000.00	Y
4. Hire one part-time custodian to support with deep cleaning at the following formula: 4 hours X \$18 per day X 175 days = \$12,600.00	\$12,600.00	Y
Total Cost to Support with Re-Opening of School	\$150,300.54	Y

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 ensure the continuity of a high level of instruction at YPSA, all teaching staff are expected to adhere to the following:

Each grade level team is expected to come together daily to look at their student achievement data to determine the next steps needed to be taken to address any learning needs of the students and design a plan to combat the learning gaps. To accomplish this objective, teachers ensure that they are teaching to the standards identified in the grade level's standards' map, which derives from the California Common Core State Standards. While teaching, teachers gather data generated from the teaching of these standards and follow the guidelines of the data collaborative inquiry process.

In this process, the teachers are expected to disaggregate the data to identify the learning discrepancies so that they can design a plan to address the learning needs of all students while continuing to challenge students who are high achieving. During this step, the 4R's structure, embedded within the data collaborative inquiry process, is also used to guide their analysis. Finally, the learning plan is expected to meet the 8-step lesson delivery standards at YPSA.

In addition, the 8-step lesson plan is expected to be delivered using the body-brain education model or Highly Effective Teaching (HET) strategies that is promised in the YPSA charter petition. Within this model, it is expected that teachers infuse the Lifelong Guidelines and LIFESKILLS as well as the multiple intelligences into their instructional delivery process. For example, students are encouraged in their learning and participation by their teachers to use the LIFESKILLS of courage, creativity, cooperation, effort, initiative, problem-solving, and responsibility to support their acquisition of learning new materials or enhance their knowledge and skills. Additionally, teachers also encourage students to use their personal best and active listening from the Lifelong Guidelines to promote responsible citizenship.

Regardless of the method of delivery, whether in-person or distance learning, these are the expectations because they are the promises stated in the YPSA charter petition to guide the teaching and learning of students and teachers.

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.]

To ensure access to devices and connectivity for all students, in support of distance learning, YPSA has completed the following steps:

1. Surveyed all students to determine device and connectivity needs.
2. Distributed devices to all students in need of a device.
3. Provided connectivity resources to all families in need of this service.
4. Ensured additional devices are available for replacements should the devices distributed break down. (92 iPads for K-2 and 94 laptops for 3rd-6th)

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.]

At YPSA, both synchronous and asynchronous instructional minutes are accounted for using three different methods.

Attendance is taken at 8:15 AM using the PowerSchool student information system to account for students who are present or absent as they log into the teachers' live sessions each morning. Synchronous lessons include an overview of the daily agenda and lessons in the following content areas: ELA, ELD, Math, Social Studies, and Science.

Additional synchronous time are also logged for Hmong language development (HLD) and Movement (Dance, Tae Kwon Do, and PE). These classes occur in one-hour time blocks throughout the day between 9:15 AM and 1:30 PM.

Another synchronous time accounted for learning occur in the Achievement Through Achievement (ATT) program between 3:00 PM and 5:00 PM. In this program, synchronous time is captured using a Google Sheet that includes student name, attendance date, subject (ELA/Math), participation time and assignment/performance rate for both ELA and Math, and time spent in each subject area.

In summary, total synchronous learning time includes core, HLD, Movement, and ATT live sessions. Total synchronous time equates to an average of 300 instructional minutes daily. Compared to the state's required 240 daily minimum instructional minutes, students at YPSA engages in 60 minutes more learning per day or 240 minutes per week for synchronous learning.

To measure student progress in asynchronous learning, YPSA has developed two tools titled, *Asynchronous Accountability Log for Whole Class Assignment* and *Asynchronous Accountability Log for Group or Individual Assignment* to record date, timeframe, work format, student name, work description, total minutes, and teacher comments to capture time allotted for assignments completed by students.

Asynchronous recorded time are logged for the following activities:

1. Office hours
2. Interventions
3. Research
 - Google Slides
4. Independent work
 - Quizlet
 - Seesaw
 - Assignments in Google Docs, Forms
 - Khan Academy
 - Worksheets/Work packets
 - Studies Weekly
5. MobyMax

Teachers are expected to log in time on these tools for synchronous and asynchronous learning daily. Furthermore, these forms are in the format of Google Sheets. As such, office staff, administrators, and teachers always have access to them.

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.]

Professional Development is provided to staff members to further their continued training and education on up-to-date and current trends as well as developing new skills for the purpose of advancement in distance learning that includes the following.

- **YPSA Charter Petition**
Provides staff members with an understanding of key information on the proposed educational program, student outcomes and assessments, operations, governance, policies, and how the school will meet legal requirements. It sets the parameters for high standards on teaching and learning; distance or in-person.
- **UCSC Strategic Plan**
Provides a bigger picture for staff members to see the connection between the priorities in the petition and their actions that are taken every day to accomplish the mission and vision of the organization. Understanding this relationship gives staff members the encouragement and motivation to continue working on their daily tasks toward achieving the priorities of the YPSA petition.
- **Google G Suite**
Ensures staff members have a platform to deliver rigorous and high-quality instruction that engages students virtually. G Suite provides teachers multiple applications such as Google Classroom, Google Meets, Google Sheets, Google Docs, Google Forms and Google Slides to create lessons and assessments for students, deliver live virtual lessons, and track student learning progress.
- **Kahoot!**
Provides teachers the knowledge and skills to be able to create interactive and fun games to support student learning.
- **Zoom**
Provides teachers the knowledge and skills to navigate the different features to support them in their delivery of instruction to students. Zoom provides staff members another on-line communication platform to stay connected with students and families.
- **Screencastify**
A video recording platform teachers use to record their lessons or presentations that are archived in Google Drive for students who may have missed the lesson and for parents to use to support their students as a review. To achieve this goal, teachers learn to download the application/extension, record, screen cast (do presentations), upload the video to Google Drive, and create a link to the video.
- **Distance Learning Plan**
An operational plan developed using the guidelines provided by the state and the county to provide distance learning that includes the infusion of the YPSA charter petition and the UCSC strategic plan that ensures high quality teaching and learning continue to

exist in virtual teaching and learning. It provides a common understanding of the parameters and expectations of the teaching and learning model at YPSA.

- **Progress Monitoring and Management Tool**

A tool used to collect data to improve the distance learning plan. Adherence to the distance learning plan is important because true data will emerge as a result. This step is important in the development of next steps for continuous improvement of the distance learning plan that yields rigorous and high-quality teaching and learning.

- **Exceeding Expectations Reading and Reflection**

The reading and reflection professional development is a series of chapters pertaining to the body-brain compatible education model that serves as a review of the Highly Effective Teaching (HET) strategies to prepare staff members for distance learning. Strengthening their knowledge of the components of HET enables staff members to keep their instructional practices and programs aligned with the YPSA petition learning goals.

- **School Re-Opening Plan**

A returning to in-person health and safety learning plan that guides the staff to provide quality instruction while maintaining the health and safety of themselves and their students. Having a good understanding of this information helps staff members to implement the processes and procedures that keeps everyone safe in the classroom and around the school to mitigate the spread of COVID-19.

- **Attendance for Distance Learning**

A daily attendance system to monitor and record student attendance to ensure student progress. Two ways that attendance is recorded are the use of PowerSchool and Google Sheets. PowerSchool is used to measure synchronous attendance where students are live and participating in the learning virtually. Google Sheets are used to measure asynchronous attendance where students are doing independent work or participating in 1-1 support with the teachers.

- **Grading and Report Cards**

A reporting system to document student progress and participation in distance learning to the parents. Having this bank of knowledge and these skills help teachers to stay vigilant to the accountability of student progress in the four content areas (ELA, Math, Social Studies, and Science), Hmong Language Development, and Movement; and their communication to the parents.

- **MobyMax**

An online interactive and adaptive web-based program to support students with their practice of the Common Core State Standards. Staff members strengthen their knowledge of the MobyMax program in order to align their lessons so that student work is done timely to compliment the MobyMax schedule and maximize student learning.

- **Device Agreement and Distribution**

A tool used to settle the agreement between the school and the scholar on device usage. In addition, the device distribution process provides a set of procedures to follow toward securing a device. Having knowledge of the device agreement and the device distribution process enables staff members to account for devices checked out to students and returned in good condition.

- **COVID-19 Health and Safety Training**

The training is a series of four courses focused on addressing COVID-19 safety as detailed below. All YPSA staff members are to familiarize themselves with the concepts addressed in these topics as a pro-active measure for maintaining safety for students and staff while on campus.

- Coronavirus Awareness

- Coronavirus: Cleaning and Disinfecting Your Workplace

- Coronavirus: Managing Stress and Anxiety

- Coronavirus: Transitioning to a Remote Workforce

- **Safe School Training**

The training module includes the following topics for yard duty and custodial staff to maintain the safety of the school. These training sessions (Environmental, Athletics, Employment Practices, Health and Safety, Human Resources, Nutrition, Social and Behavior, and Security) occurred during the month of April through July 2020. The training sessions were needed to support the school on basic care such as first aid, mental and physical health, cleaning a spill, bloodborne pathogens, processes and protocols, proper responses to multi- student behavior such as suicidal, aggressive behavior, etc.

- **COVID-19 Safety Stations**

Health and safety stations were established in three different locations (Front Office, Workroom, Cafeteria) on campus to supply employees and visitors with hand sanitizers, disinfectants, facial masks, gloves, and facial tissues while coming onto the school ground. Understanding the importance of the stations helps staff members to have an awareness of the preventative measures needed to limit the spread of COVID-19.

- **Mandatory Daily Staff Health and Safety Screening**

A health and safety screening process using a series of health questions that provides a summary of the health conditions of staff members or visitors upon entering the school ground. When the summary indicates a temperature of “100.4 degrees Fahrenheit or a Yes” on any of the health questions, the individual is directed to go home and contact his or her healthcare physician or to see the nurse, respectively. It is important for staff members to have the knowledge and understanding of required health conditions to remain on campus and to remind those who do not meet the health conditions to go home.

- **COVID-19 Related Employment Policies**

UCSC Board adopted policies to provide guidance to staff members who have come in contact with someone who is COVID-19 positive or has tested positive for the COVID-19 during the COVID-19 pandemic. Having a good understanding of this information enables staff members to coordinate and maximize the teaching and learning during the pandemic.

- **COVID-19 Prevention Plan**

The COVID-19 Prevention Plan consists of processes and procedures to use for prevention of COVID-19 outbreak at the school. Having knowledge of this plan provides social emotional confidence within the staff and school community that the school is safe.

In addition to professional development, other resources such as the items listed below are provided to support staff in distance learning. YPSA recognizes that an array of technological materials/resources are needed to aid the staff with delivery of lessons to students virtually. As such, the following resources are provided to YPSA staff members.

First and foremost, staff members will need a platform to communicate with each other, their students, and their parents. To aid staff members to fulfill this expectation, the following three platforms have been offered to the staff since March 2020:

- **Microsoft Teams**

It is a persistent chat-based collaboration platform complete with document sharing, online meetings, and many more extremely useful features for business communications. Having an excellent team space is key to being able to make creative decisions and communicate with one another.

- **Zoom**

It is a web-based video conferencing tool with a local, desktop client and a mobile app that allows users to meet online, with or without video. Zoom users can choose to record sessions, collaborate on projects, and share or annotate on one another's screens, all with one easy-to-use platform.

- **Google G Suite**

It comprises of Gmail, Hangouts, Calendar, and Currents for communication; Drive for storage; Docs, Sheets, Slides, Keep, Forms, and Sites for productivity and collaboration; and an Admin panel and Vault for managing users and services.

- **Screencastify**

It is a Chrome browser extension that records teacher's screen, face, voice, and more for uploading to Google Classroom to provide students with self-pace instruction.

- **Seesaw**

It is a simple way for teachers and students to record and share what's happening in the classroom. Seesaw gives students a place to document their learning, be creative and learn how to use technology. Each student gets their own journal and will add things to it, like photos, videos, drawings, or notes.

- **Kahoot!**

It is a game-based learning platform that makes it easy for teachers to create, share and play learning games or trivia quizzes for and with students.

- **Quizlet**

It is a web-based tool that allows users to create study tools such as interactive flashcards, tests, and study games. With Quizlet, students can choose their own “Study Mode.” This allows activity content to be migrated from flashcards to matching games to other types of study games easily and responsively. Quizlet activities can also be embedded easily into course management systems.

- **Studies weekly**

Studies Weekly is an online consumable curriculum teachers use for teaching K-6 Social Studies and Science so students can learn anywhere, anytime.

- **Epic Reading**

It is an online children's subscription book service offering immediate, on-demand access to over 40,000 high-quality illustrated books and chapter books for children ages 12 and under. Epic's ever-expanding library also includes thousands of Read-to-Me books, Audiobooks, educational videos, and fun educational quizzes.

- **Reading Wonders Interactive Reading**

It is an online reading program that engage students with read-alouds that develop listening comprehension using complex text and include a variety of genres such as myths, fables, poems, expository texts, and more.

- **BrainPOP**

It is an essential engagement tool consisting of thousands of animated videos that allows both students and teachers to be involved in the learning process. This engagement helps to increase the depth of knowledge needed to answer quiz questions, and playful assessments that allow students to explain their reasoning while playing a game.

- **Khan Academy**

It offers practice exercises, instructional videos, and a personalized learning dashboard that empower students to study at their own pace in and outside of the classroom. It also includes math, science, computing, history, art history, economics, and more, including K-14 and test preparation (SAT, Praxis, LSAT) content. Furthermore, there is a focus on skill mastery to help students establish strong foundations, so there is no limit to what they can learn next!

- **Prodigy**

It is an adaptive technology software program designed to engage students to identify gaps in their understanding. It also works with students by pulling them back to prerequisite skills and then scaffolding their learning forward through more difficult concepts to bring them up to grade level and beyond.

- **MobyMax**

It is an adaptive curriculum that creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.

Another area of technological resources provided to staff members to support the implementation of distance learning is in the hardware category. These items include laptops, iPads, document cameras, and onsite Internet Access that are the basic requirements allowing users to participate in virtual learning.

Finally, YPSA also provides six non-technological resources to support implementation of distance learning. Classrooms at YPSA are made available to teachers as their remote learning locations and their workshop rooms for assembling student materials. Individual student white boards, journals, binders, and McGraw-Hill reading books are also provided to students to assist them to maximize the teaching and learning through distance learning. In addition, work packets are also provided to students to supplement the synchronous and asynchronous learning.

Staff Roles and Responsibilities

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

New Roles

Description of New Roles as a Result of COVID-19

One of the new roles that staff members must add to their existing roles because of COVID-19 is a virtual teacher. In this new role, staff members are having to learn how to use Zoom, Google G Suite, Seesaw, Quizlet, etc. to enhance their remote instructional delivery. Also, in this role, staff members are teachers of information technology supporting students and parents to ensure limited interruptions in computer device usage and internet connectivity.

Another role that has been inherited by staff is the changing role of yard duty supervisors from supervision of students to providing instructions to students. In this new role, the yard duty supervisors conduct one-to-one support to students who need additional support with their foundational literacy and numeracy skills.

Also, due to the changes in health and safety processes and procedures and absence of students on campus, the nurse's role has changed to one that is accountable to maintaining processes and procedures and structures that are mandated by the county and the state health departments to ensure safety for stakeholders who are on campus. As such, the new role consists of developing the YPSA health and safety plan, training staff on COVID-19 prevention methods, implementing PPE equipment to staff, implementing the COVID-19 prevention plan, and coordinating safety measures and protocols with the county health department officers.

Description of New Responsibilities as a Result of COVID-19

As far as new responsibilities added to the YPSA staff as a result of COVID-19, there are many more additions than compared to new roles. The array of new responsibilities is detailed below.

In the area of facility, custodial staff are responsible for the health and safety protocols more so than the facility cleaning. This added duty requires the custodial staff to continuously monitor for and disinfect common areas throughout the day. This disinfecting step was not one that existed in the daily cleaning routine prior to the COVID-19 crisis.

The ATT supervisors also have new responsibilities. Each staff member is expected to generate weekly reports that detail student attendance, total MobyMax log-in time, standards mastered, and total questions completed to monitor student progress. Another responsibility that is added to the Achievement Through Technology supervisors is the requirement for them to create online Google Classrooms as a new platform to conduct daily communication with their students to complete daily check in for an overview of the day's work and for attendance taking.

The assistant principal also has a change in her role. This change consists of decreasing services for in-person disciplinary intervention and increase services in the areas of online social and emotional support to students. In addition to the assistant principal's changing role, all school administrators also have changing responsibilities such as having to quickly learn how to utilize online instructional delivery platforms and other available resources that support teaching and learning, and then train the staff to be able to use these platforms to support teaching and learning for students.

Like the administrators, the teaching staff also has added responsibilities. One of those responsibilities is the attendance taking accountability to the synchronous learning that is expected of teachers to complete at 8:15 AM every morning, Monday through Thursday, on the PowerSchool student information system. Hmong Language Development and Movement teachers are also expected to take attendance during their three blocks of instructional time between 9:15 AM and 2:15 PM in Google Sheets to account for synchronous learning time. During asynchronous learning, however, teachers are expected to log in time for student independent work, one-to-one intervention, small group support, and support during office hours on the same attendance platform. Similarly, Achievement Through Technology supervisors also take daily attendance between 3:00 – 3:30 PM to account for asynchronous learning time. The combination of time for both synchronous and asynchronous learning are expected to meet or exceed the state's daily minimum 240 instructional minutes requirement.

Regarding communication, there is also an added responsibility. Since the traditional back pack communication between school and home is no long a viable avenue, the office staff has expanded to different channels of communication by using other means such as Facebook posting, Website posting, automated telephone messages, and email messages to communicate with parents.

Another additional responsibility is the on-site safety protocol required of staff members. Whenever staff members choose to work on site, it is expected that they follow the health and safety guidelines provided by the state and the county, such as wearing facial covering and observing 6-foot social distancing. Also, to mitigate the spread of COVID-19, it is required that staff members take the four COVID-19 health and safety training courses assigned by the school nurse.

Furthermore, since staff members are unable to convene in a group to continue the regular routines pertaining to meeting, collaborating, and planning, an added responsibility is to learn and be able to conduct these businesses online.

Finally, meals are no longer provided in the cafeteria. Instead, the new system reflects a safer meal distribution process mandated by the county health department. This added new process requires parents to drive by the school and pick up meals for their students at curbside.

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.]

Additional Support for English learners

As indicated earlier in the plan, English Learners (ELPAC levels 1-2) are receiving additional support in their foundational skills. In this support model, two instructional aides are assigned to specifically work with English learners on their foundational literacy and numeracy skills that are essential pre-requisite skills necessary for English language development.

Furthermore, teachers continue to implement integrated and designated ELD to provide a more formal ELD to English learners. The combination of the support provided by the teachers and instructional aides gives English learners an added advantage in the process of developing their English language skills.

Additional Support for Homelessness

In providing services to students experiencing homelessness, when enrolled at YPSA, the school implements the ten specific duties suggested by the McKinney-Vento Act and detailed in the Every Student Succeeds Act (ESSA) to ensure there is high quality support given to homeless students.

In addition, the school uses the following six steps as the initial intake to determine support for students.

1. Identify students who are experience homelessness through the enrollment process by using the steps found in [Determining Eligibility for the McKinney-Vento Rights and Services](#).
2. Inform parents/guardians of the educational and related opportunities available to their children and provided them with meaningful opportunities to participate.
3. Enroll the student and provide resources and materials needed to access the full educational program offered at YPSA and provide transportation support if needed via public transportation.
4. Provide referrals to health, dental, mental health, housing, substance abuse, and other appropriate services as appropriate.
5. Provide the student the same challenging academic standards as other children and youth.
6. Provide professional development to enable the school liaison and the teacher with strategies to support the student.

Furthermore, the school ensures that students receive the adequate computer devices, internet connectivity, and other resources or materials required to access the learning provided by the school.

Additional Support for Special Education

During the day, the special education teachers sign into the regular education teacher's Zoom session to join their special education students in the main part of the lesson. After the general education teacher has concluded the main lesson, the special education teacher invites the special education students into a breakout room within the teacher's Zoom session to provide services to the student(s) on their special education goals.

In addition to the regular and special education teachers' support, the instructional aides are assigned to provide daily support to the special education students on their foundational literacy and numeracy skills.

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

Description	Total Funds	Contributing
144 laptops were ordered to replace the existing third and fourth grade laptops and 72 iPads were ordered to replace the existing second grade iPads. (144 laptops X \$900 each = \$129,600 + 72 iPads X 400 each = \$28,00) All licensing and software are of no additional cost due to the ability to transfer from the old to the new.	\$158,400.00	Y
Google G Suite Executive version was purchased to support distance teaching and learning. In addition, other subscriptions such as Seesaw, Quizlet, Screencastify, Kahoot, BrainPop, Studies Weekly for Science and Social Studies, Business Dropbox, Khan Academy, and Prodigy were either purchased or subscribed to compliment Google G Suite.	\$9,684.00	Y
The total cost of these two-line items to support distance learning:	\$168,084.00	Y

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.]

The topics of addressing pupil learning loss and how the LEA will assess to measure pupil learning status have been described under the *In-Person Instructional Offering Section*.

In addition to what is already in the previous section as indicated, YPSA will be in contact with parents of those students who have missed three or more days of distance learning to get them back to join the teaching and learning. The teachers will also take a look at these students' academic results on their assessments and assigned work to determine the level of support that is required to continuously move students toward meeting or exceeding the achievement expectation imposed by the school. This step is a pre-requisite to the support services described in the *In-Person Instructional Offering Section* as a mechanism to keep track of all students' learning, all the time.

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.]

Again, *Pupil Learning Loss Strategies* has been addressed in the *In-Person Instructional Offering Section* and the section above under *Pupil Learning Loss*.

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 effectiveness of the services and supports provided by YPSA to address learning loss will be measured by the school administrators’ consistency in holding meetings with the teaching staff on a bi-weekly basis to review and analyze attendance and achievement data. The data trends emerged from these meetings are put through the 4Rs and the data collaborative inquiry process to generate the appropriate next steps to address any learning losses. This cycle continues until every student has met or exceed grade level expectations.

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

Description	Total Funds	Contributing
Bi-weekly meetings with all teaching staffing groups to analyze attendance and achievement data and look for trends that will be used for development of appropriate next step responses to any learning losses. (already included in the itemized costs, in the continuity of learning section)	\$0.00	Y

4. 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.]

Professional Development

YPSA will monitor and support mental health and social and emotional well-being of students and staff throughout the year by providing aligned professional development and resources that will help staff address trauma and other impacts of COVID-19. At YPSA, the support begins with the offering of four confidentiality training sessions and concludes with three professional development sessions on coronavirus.

The first of four confidentiality training sessions is Family Educational Rights and Privacy Act (FERPA) on the topic of confidential student records. The knowledge acquired through this process gives staff members an operational parameter to work with while conducting virtual learning sessions. Hence, staff members feel more confident in doing their work online. Next, the training on Health Insurance Portability and Accountability Act (HIPPA) provides staff members information on how to protect staff and student health information without patient authorization. This information gives staff confidence that they can receive support from health physicians to guide them in the release of staff and student health information to outside agencies or non-school employees. Additionally, training on cyberbullying provides the staff the knowledge and skills to navigate scholars through their virtual teaching and learning sessions. Similarly, having knowledge and skills dealing

with child abuse and neglect gives staff members the ability to properly document and support students when they encounter trauma or other impacts of COVID-19 situations during distance learning sessions.

Furthermore, staff members also need to know how to keep themselves safe and healthy during distance learning. To support staff in this area, YPSA provides three professional development on coronavirus for them. The three areas consist of cleaning and disinfecting their workspace, managing stress and anxiety, and how to transition into remote teaching and learning.

School Nurse Screening for Mental Health and Social and Emotional Well-Being

In addition to providing professional development for staff members to support their mental and social emotional well-being, the school nurse is made available to conduct screenings for students and staff. The screenings will serve as the entry points for students and staff members to identify their areas of support needed. These needs will trigger either the use of available resources at YPSA or referrals to the matching appropriate services through outside agencies. For example, after a screening of a student or staff member, the nurse can render guidance to students and staff by directing them to access the social and emotional information from the Sacramento City Unified School District's Calming Room, a resource available to YPSA as an authorized charter school of the district. Some of these services include guided meditation, visual relaxation, yoga, animal cameras, coloring and creativity, mindfulness, sounds, music, and a 24-7 live-chat counseling hotline.

Other resources the nurse can render through the screening process are the following:

- **Wellness Check**
A series of checklist items the nurse uses during a discussion when conducting a follow-up session with each student after an initial intake has taken place, usually within one to two weeks after the first contact.
- **COVID-19 Sick Leave Policy**
A policy that provides guidance to staff members to take leave during the COVID-19 pandemic as needed.
- **Mental Health Leave through School Health Insurance**
A resource available to staff members who carry health policies through Urban Charter Schools Collective/YPSA that offers social emotional support services.
- **District SELPA Counseling and Psychological Support**
Services provided by the charter SELPA available through the special education component of the MOU that provide social and emotional support to students.
- **K-12 Public Health**
Contracted services that are available through the school's health program that support the nurse and the school to render health and medical services to staff members and students.

As a one school LEA, YPSA is currently able to provide these services to students and staff members during the COVID-19 pandemic; however, this is an unending endeavor because the school is always exploring new opportunities to provide the best practices of support to students and staff with their traumatic experiences.

5. 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 is not engaging in instruction and is at risk of learning loss.]

At YPSA, two components will be implemented to support student engagement and outreach efforts during distance learning.

Component one is pertaining to taking attendance daily at 8:15 AM using PowerSchool. When a student is absent, the teacher records this absence. Later in the day, between 3:00 – 5:00 PM, the teacher calls to do a check in with the parents/guardians regarding reasons for the absence from class. During this conversation, the teacher conveys the required work the student needs to complete for the day to make up for the required missed instructional time. In this process, Hmong and Spanish interpreters are available to assist with the communication between the teachers and the parents. If the student is sick and cannot complete the assignment(s), the student is marked absent for both synchronous and asynchronous learning until such time the assignment(s) are completed and turned in to the teacher. On the contrary, if the student never completes the assignments, then the student's absence marking remains, and no learning time is credited to the student for neither synchronous nor asynchronous learning. The teacher concludes the discussion by encouraging the parents to get the student to return onto virtual learning as soon as the student can possibly do so. In addition to the in-person communication by the classroom teacher, an automated telephone message regarding the absence is sent home to notify parents by 12:30 PM and provide instructions to contact the school with the appropriate reasons to clear the absence.

As mentioned in the section *Pupil Learning Loss, paragraph two*, YPSA will contact parents of students who have missed three or more days or 60% of the school week in distance learning as a strategy to re-engage students back to teaching and learning. In addition, teachers also take a look at students' academic data results for the assigned work and assessments to determine the level of support that will be required to continuously move students toward meeting or exceeding the achievement expectation imposed by the school at each respective grade level.

Lastly, as described under the *In-Person Instructional Offerings* section of this document, teachers are instructed to utilize the data collaborative inquiry process, in conjunction with the 4Rs, the ILP process, the SST process, and the special education evaluation process to support students as a catch-up system to help them meet grade level expectations.

Going forward, YPSA will continue to further streamline the pupil engagement and family outreach efforts to provide the best support to staff, students, and parents.

6. 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.]

YPSA is an independent charter school authorized by the Sacramento City Unified School District. As such, nutritionally adequate meals are provided to all students enrolled at YPSA through a curbside meal service program provided by the Sacramento City Unified School District Nutrition Services. Time and days for meal pick-up are from 11:00 – 12:30 PM, Monday, Wednesday, and Friday, starting September 3, 2020 for the duration of distance learning. Meals are picked up in two-day meal increments for enrolled students. Tuesday meals are picked up on Monday along with the Monday meals, and Thursday meals are picked up along with Wednesday meals.

Because YPSA is a Community Eligibility Provision (CEP) School, meals are distributed using enrollment verification letters that were mailed out to individual students enrolled at the school. Parents can use these letters to pick up meals for each of their students during meal pick-up without their students being present.

For in-person instruction, meals are delivered to the classrooms. They are expected to be consumed in the classroom while supervised by yard duty supervisors or classroom teachers. Breakfast is eaten inside the classrooms between 7:45 AM and 8:15 AM while lunch is eaten during the 30-minute increments staggered between 10:50 AM and 1:05 PM.

Communication of meal information for distance learning and in-person instruction is disseminated to parents and students through Facebook, Google Classroom, PowerSchool Messenger, emails, school marquee, and teacher daily communication to students and families.

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

Additional actions related to the implementation of the Learning Continuity and Attendance Plan that have not already been included are the tools that will allow for increased flow of teaching and learning to support distance learning at YPSA. From the feedback sessions, the following items were suggested to enhance the distance learning program.

The first item is the need to upgrade the laptops used to conduct distance learning. Consequently, a consultation session was held with Optimal Teks (Information technology specialists/consultants) to verify this request. The result from this consultation indicated that the remaining 21 eight-year-old laptops were outdated which created the interruptions in distance learning when operating the current software and platforms. In addition to the purchase of these laptops, five more laptops are needed to be purchased to support the teachers. Two of these are for the two administrators to monitor and provide distance support. The other three devices are for the front office staff and the nurse to use for remote work since their current workstations (desktops) are not mobile. In response to these needs, YPSA will replace these outdated laptops and fulfill the remote work gaps in the front office so that teaching and learning can be conducted smoothly in accordance to the expectations stated in SB98.

The second item is the need for access to a stable distance learning platform that provides clear video and audio for teachers to conduct virtual teaching and learning. While teachers and support staff currently use Zoom to conduct distance learning with students, these accounts are not registered with YPSA/UCSC. In addition, Zoom allows for the entire class to be in view of the teacher on one screen. This is essential to teachers holding students accountable during teaching and learning in live sessions. Therefore, to close the loop, the school will require a *Zoom Business Plan* to ensure adequate accounts are available for every employee in the organization. Hence, the *Zoom Business Plan* will be acquired by YPSA to fulfill the need. On the other hand, while the Microsoft Teams platform is also available as a meeting tool for staff, it does not currently have the capability to fulfill the need pertaining to monitoring and accountability of learning as described with Zoom above. Currently the number of students shown on the screen in this platform is nine.

The third item, at the present time, is the live session technology bundle that requires acquisition by the school to support live teaching and learning sessions for in-person and distance learning. As such, iPads, iPad stands, and lapel microphones are needed to fully capture the audio and video of teachers' live sessions. The essentiality of the bundle is to provide live teaching and archived videos for students in the

three learning modalities (in-person learning, distance learning, and absent student learning). It is the belief of the school that the offering of this bundle will increase the rigor of its teaching and learning program.

Finally, at the ELAC meeting on September 2, 2020, parent members requested to have all programs video recorded and translated and made available in Spanish and Hmong for non-English speaking parents/guardians. This video recording/tutorial will need to include what each program is, what students are learning in each program, what tools or resources students will be using, and how parents/guardians can support their students during distance learning.

The table below details the equipment described above.

Item	Section	Description	Total Funds	Contributing
1.	N/A	Laptops (26 staff X \$1,000 per laptop = \$26,000.00)	\$26,000.00	Y
2.	N/A	Zoom Business Plan (Between 10 to 99 licenses; each license is at \$19.99/Month X 53 = \$1,059.47 X 12 Months = \$12,713.64)	\$12,713.64	Y
3.	N/A	27 iPads (27 X \$400 = \$12,000 + \$840 Tax = \$12,840.00) 27 iPad stands: SAIJI Tablet Stand Holder, Height Adjustable, 360 Degree Rotating, Aluminum Alloy Cradle Mount Dock for 4.7"-12.9" Screen iPhone Samsung, iPad, Nintendo Switch, Kindle, eBook Reader (Silver) (27 X \$45.99 = \$1379.70 + 96.58 = \$1,476.28	\$14,316.28	Y
4.	N/A	30 Lapel microphones: Bluetooth Lavalier Microphone, Wireless Lapel Clip On Microphone Mic for iPhone, Video Bloggers, Content Creators, Interviewer, Lecture, Noise Reduction Auto Transcription Auto Sync with Video (30 X \$118.00 = \$3540 X 7% Tax = \$3,787.80)	\$3,787.80	Y
5.	N/A	Translation of video recording in Spanish and Hmong made available in Google Classroom and Facebook to support parents who speak another language besides English to support their students. (\$25 per hour X 4 hours of recording per program X 6 program offerings (Core, HLD, Movement, IA, ATT, Yard) X 2 languages = \$1,200.00	\$1,200.00	Y
Total			\$58,017.72	Y

8. 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
14.46%	\$641,351.00

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.]

All students are considered as general education students. However, when it comes to unduplicated students, their needs are blocked by invisible walls that often go unnoticed or unaware by the educational system that YPSA must contribute to breaking them down to provide a clear pathway for students to get to their learning. This wall for English learners is the English language; for foster youth, it is social emotional and home environment stability; and for low-income students, it is the availability of basic needs and learning resources. These are the walls that these students must be able to climb over before they can access their education offered by the public education system.

As such, this is what YPSA does. YPSA provides foundational literacy and numeracy support through two instructional aides, specifically designated, just for English Learners who are Levels 1-2 to have access to vocabulary words that will help them with their English language development. These basic skills will add to their understanding of reading, writing, speaking, and listening comprehension in the four subject areas (ELA, Math, Social Studies, and Science).

For the low-income students, YPSA designates two additional instructional aides specifically for the purpose of providing one-to-one basic foundational support to help them overcome basic literacy and numeracy skills.

Currently, YPSA does not have any students who are foster youth. However, YPSA is prepared to provide services so that foster-youth students are equipped with the basic tools to access distance learning and the concepts the teachers are teaching to them. For example, YPSA will be sure that foster-youth students have the technological tools necessary for distance learning and access to health, mental, medical, and social emotional support through the available health care program at the school that has an array of connections to outside agencies.