# COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
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| Yav Pem Suab Academy | Vince Xiong, Principal | vince-xiong@urbancsc.org | June 15, 2020 |

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

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

In response to Governor Newsom’s executive order, Yav Pem Suab Academy went into closure on March 16, 2020. Weekly automated phone messages and emails were sent to parents regarding school closure, meals provided for students during school closure, and updates on distance learning. The following timeline and activities took place to address the COVID-19 pandemic:

March 16 – 27 Professional development reading modules on “Exceeding Expectations” by Susan Kovalik and Karen Olsen assigned to all staff with specific chapters, questions, and due dates. While this was in place, administrators, teachers, and parent members of the Academy Council met to create the school’s distance learning plan criteria for all the staff. The plan included a timeline of when trainings, projects, and activities were to occur.

March 18 Professional development for staff on the distance learning plan criteria which included the use of Google Classroom, the 8-step lesson plan format, the Common Core State Standards (CCSS) map, and the implementation timeline.

 Student/family internet accessibility and device needs survey was conducted.

March 30 Professional development for staff 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 announces, create assignments, questions, and documents from Google Docs, Google Slides, and Google Forms, and (3) the device distribution process, procedure, and schedule.

April 1 – 3 iPads and laptops were distributed to all students in need of a device for distance learning.

 Teachers created their Google Classrooms with announcements, assignments, videos, and questions; they rostered and invited students to their Google Classrooms. Calls were made to parents to help get scholars onto the Google Classroom learning platform.

April 13 - 30 Implementation of on-line distance learning for all students.

 Continued professional development for support staff.

 Continued device distribution to families who need devices for remote learning.

 Continued to support parents via text, email, phone call, and Zoom to troubleshoot devices and navigate the Google Classroom platform.

May 4- Current Continue implementation of distance learning. Conduct meetings with parents for SSTs, IEPs, and 504s via Zoom. Implement school-wide distance learning monitoring system to monitor all programs.

 Use the Four Rs (Recall, Research, Reflect, Respond) to review, recalibrate, and realign programs and services.

 Developed and implemented a progress monitoring and management tool to ensure consistency and accountability.

 A committee has been convened to develop a plan for the re-opening of school.

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

As part of the YPSA’s distance learning plan, the 8-step lesson plan template includes an English learner learning objective which details and includes activities that English learners will learn and be able to do.

In addition, the Hmong Language Development program at YPSA strengthens native language competency and supports English language skills development for Hmong English learners.

Students who are English learners, foster youth, and low-income, who scored levels 1 and/or 2 on the CAASPP or the ELPAC, receive daily 1-1 intervention in foundational literacy and numeracy skills.

Moreover, teacher office hours are made available to support the needs of all students, including English learners, foster youth, and low-income students.

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

The charter petition and strategic plan calls for and promotes the use of body-brain education, which includes the instructional strategies and conceptual curriculum. As such, these elements were included in the distance learning plan so that high-quality education continues. YPSA took the following steps to make sure high-quality teaching and learning occurs while students are learning remotely:

1. Use of the CDE Distance Learning Guideline and the YPSA charter petition to identify criteria to develop the distance learning plan.

2. Train staff on the distance learning plan and implementation timeline.

3. Train staff of the Google Classroom platform including other applications in the Google Suite, Highly Effective Teaching (HET) 8-step

lesson planning, Microsoft Whiteboard, Screencastify, Seesaw, Quizlet, and videos used for distance learning.

4. Implement the program.

5. Inform parents about distance learning.

6. Distribute technology devices to students who need one in order to access the teaching and learning.

7. Monitor and manage distance learning using the progress monitoring tool for high quality instruction and continuous improvement

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

Yav Pem Suab Academy contracts with the Sacramento City Unified School District for nutrition services. As such, automated telephone messages and emails have been sent home to notify all parents regarding school meal distribution.

Students who attend Yav Pem Suab Academy have access to all 32 locations in the Sacramento City Unified School District. Two meals are provided Monday through Thursday, and families can pick up student meals between 10:00 AM to 12:30 PM.

This message is also posted on the YPSA Facebook (<https://www.facebook.com/yavpemsuabacademy/>).

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

With the Governor’s Stay at Home order to stop the spread of the COVID-19, no arrangements have been made by Yav Pem Suab Academy to supervise students at the school during regular school hours. Parents, however, have been informed to call the consumer education hotline at 1-800-KIDS-793 or go to <https://rrnetwork.org/family-services/find-child-care> or <https://rrnetwork.org/>  for information.

The number will get parents to the Child Care Connection; they can connect parents to child-care resources and agencies regarding child-care needs. Parents can also visit the websites for more information and to find child-care resource and referral agencies that are close to where they live.

California Department of Education

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