

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Teachers, parents, and school support staff are an important part of the in developing the Expanded Learning Opportunities Grant Plan. As such, on Wednesday, May 19, 2021, a meeting with the paraprofessionals, also known as instructional aides at YPSA, was held to share the current instructional aide program to support students who have been identified with learning gaps in foundational literacy and numeracy skills. These students include one or more of the following groups:

- low-income
- English learners
- Students with disabilities
- Disengaged students
- Students who are below grade level

With the guidelines provided with the expanded learning opportunity grant, the existing program can be used across the entire school with additional staff, resources, and training.

On Thursday, May 20, 2021, a meeting was held with teachers and parents. Similar content was shared, and additional feedback was gathered.

On Tuesday, May 25, 2021, the Expanded Learning Opportunities Grant Plan was presented to the Academy Council as a conference to action item and to receive any additional feedback.

On Thursday, May 27, 2021, a special Board meeting took place to review and approve the Expanded Learning Opportunities Grant Plan.

The Expanded Learning Opportunities Grant Plan will be submitted to the Sacramento City Unified School District within five days of the adoption date.

A description of how students will be identified and the needs of students will be assessed.

To support with any student learning loss in English language arts in the area of reading, all students in kindergarten through sixth grade will be assessed on the Basic Phonic Skills Test – 3rd Edition (BPST – III) on letters, sounds, and phonic patterns such as blends, digraphs, diphthongs, and multi-syllabic words by classroom teachers. The assessment results will be matched with grade level benchmarks. Any student identified through this assessment as having any learning gaps will be provided 1-1 intervention by a trained para-professional (instructional aide). Progress monitoring and learning/mastery data will be kept on a daily basis to determine level of growth and mastery. Once a student has mastered all areas of the BPST and has re-tested as meeting or exceeded grade level benchmarks, the student will be exited from this concentrated support. Achievement data will be compiled and analyzed monthly, and a report will be made to the school's Academy Council and the Board at the end of each trimester.

Additionally, all students will be assessed by paraprofessionals on the 1000 Fry's high frequency sight words, reading fluency and comprehension, and long multiplication and division computations. The same process described above will be used to identify and provide support to any student who has not mastered these skills or competencies as determined by his or her grade level benchmark.

To support students with learning loss in mathematics, all students will also be assessed on basic numeracy skills such as numbers 0-100, addition facts 0-20, subtraction facts from 20, multiplication facts, and division facts. Similar to the assessment process above for reading, the assessment results will be matched with grade level benchmarks, and students with learning gaps will be identified for 1-1 tutoring.

The 1-1 tutoring will involve a cycle that includes assessing, tutoring, progress monitoring, collaborating, and reporting.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

After the initial assessment and identification, an individual learning plan will be created and a meeting with the parents will be held by classroom teachers to discuss learning gaps and plans for 1-1 tutoring, as well as any support needed from the parents. At the end of each trimester, a report will be provided to the parents during parent-teacher conference week.

A description of the LEA’s plan to provide supplemental instruction and support.

To provide supplemental instruction to students, 15 paraprofessionals will be hired by the end of June 2021 to provide 1-1 supplemental instruction to students and to maintain consistency of staff in the Achievement through Technology (ATT), using MobyMax to support learning and practice of the Common Core State Standards. Paraprofessionals will enter data into the progress monitoring tool and analyze it on a daily, weekly, and monthly basis. Materials needed to support supplemental instruction will be purchased including flashcards and technology devices. Training of what resources to use, how to assess, and how to conduct 1-1 tutoring, how to enter data, how to progress monitor, and how to compile reports will be provided in July 2021. The following timeline will be used to provide supplemental instruction and support to students:

- July 26, 2021 This is the first week of school, and the paraprofessionals will support with student transitions into the new grade level and organize their assessments and progress monitoring tools.
- August 2, 2021 Para-professionals will start pulling students for 1-1 assessment, using the assessments described above to identify any learning gaps in foundational literacy and numeracy skills. Two weeks will be used to assess students, enter their data into the progress monitoring tool, and create a 1-1 tutoring schedule with student focus areas.
- August 16, 2021 1-1 tutoring will start, and paraprofessionals will be pulling students back to work with, specific to the learning gaps that have been identified through the assessment tools. Daily progress monitoring, notes will be kept by paraprofessionals and used in weekly collaboration with administrators. Monthly reports will be provided to the superintendent.
- October 25, 2021 Data results will be shared with teachers to be used during parent-teacher conferences. Data trends can be used by classroom teachers for adjusting instructional delivery to meet student needs. Daily 1-1 tutoring and weekly para-professional collaboration continues.
- November 2, 2021 End of trimester progress report will be presented to the Academy Council.
- November 8, 2021 End of trimester progress report will be presented to the Board.
- March 7, 2022 Data results will be shared with teachers to be used during parent-teacher conferences. Data trends can be used by classroom teachers for adjusting instructional delivery to meet student needs. Daily 1-1 tutoring and weekly para-professional collaboration continues.
- April 5, 2022 End of trimester progress report will be presented to the Academy Council.
- April 11, 2022 End of trimester progress report will be presented to the Board.

June 20, 2022 Data results will be shared with the teachers to be used during parent-teacher conferences. Daily 1-1 tutoring and weekly para-professional collaboration continues.

June 2022 End of the year progress report will be presented to the Academy Council.

June 2022 End of the year progress report will be presented to the Board.

Program effectiveness will be reviewed each month and at the end of the 2021 – 2022 school year with the superintendent to determine next steps.

Expenditure Plan

The following table provides the LEA’s expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time <ul style="list-style-type: none"> Because of the long day, year-round instructional calendar, paraprofessionals will be employed to provide extended instructional learning time for students during the school day. 	Included in the para-professional salary	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <ul style="list-style-type: none"> Employ 15 paraprofessionals. Purchase technology devices needed to support instruction (15 laptops, 15 iPads and accessories) 	\$449,775.70 \$36,000.00 for devices and accessories	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning <ul style="list-style-type: none"> Add to the nurse’s responsibilities – wellness checks, connecting families to resources, and referrals for support to families and students. 		[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports (YPSA does not conduct community learning hubs at this time.)	[\$ 0.00]	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility (YPSA does not have students who are deficient for graduation.)	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students • Academic Assessment, progress monitoring, data entry, and reporting to stakeholders.	Included in the employment salary	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$485,775.70	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

ELO Grant funds of \$308,137.00 will all be used to provide academic services to students during the long 8:00 – 5:00 instructional day to mitigate learning loss and accelerate learning recovery as described in this plan. Fifteen paraprofessionals will be hired at a total cost of \$449,775.70. To support the work of the paraprofessionals, technology devices and accessories will be needed, bringing the total cost to \$485,775.70.

This leaves a difference of \$177,638.70. Funding from ESSER I and ESSER III will be used to support the full implementation of the expanded learning opportunity plan.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, “other integrated student supports” are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA’s plan to provide supplemental instruction and support

Describe the LEA’s plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students’ needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The ‘Supplemental Instruction and Support Strategies’ column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the ‘Planned Expenditures’ column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the ‘Actual Expenditures’ column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

