

Expanded Learning Opportunities Grant Plan

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

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.

Yu Ming Charter School engaged, involved and consulted with stakeholders (staff, teachers, parents/guardians, students) to develop the ELO Grant Plan in conjunction with LCAP development through multiple methods: Virtual Parent meetings, Parent Advisory Committee, Family Support Council, Family Support Organization (FSO) and surveys. Teachers and staff were consulted during staff meetings.

Input and feedback from stakeholders have impacted the development of our school plans, allocation of resources including use of federal/state stimulus funds, and state/local funds (LCFF), and Extended Learning Opportunity funds. We will continue to involve stakeholders with the implementation of the designated programs.

Parents/guardian indicated concerns and desire for academic support to further mitigate learning loss impacted as a result of distance/remote learning. Our educators and staff expressed the need to further expand our Multi-tiered System of Supports (MTSS) both during the instructional day and specialized summer intensive academic programs to accelerate student learning and provide academic support.

Input and feedback from stakeholders have impacted the development of our school plans, allocation of resources including use of federal/state stimulus funds, and state/local funds (LCFF), and Extended Learning Opportunity funds. We will continue to involve stakeholders with the implementation of the designated programs.

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

Yu Ming Charter School has implemented a data-driven educational program and culture that is embedded in its Multi-tiered System of Supports (MTSS). To support our continuous ongoing schoolwide improvement cycle and instructional decision making, Yu Ming Charter School will continue to administer the following cycle of assessments and universal screeners, that include diagnostic (BOY) to measure where students begin the year (baseline) and End of Year (EOY) to measure student growth and program effectiveness; in addition to daily and weekly formative assessments and trimester benchmark assessments, to monitor student progress towards grade level mastery and identify learning gaps and provide targeted intervention and support.

Diagnostic Assessments

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

Weekly Formative Assessments

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

Trimester Benchmark Assessments:

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

End of Year: Spring 2022

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

Assessment results will be disaggregated by student group, analyzed, and used to identify students for academic support/intervention, and/or social-emotional needs. On a regular basis assessment results are reported to staff, students, families and the governing board and may be used to make mid-year modifications if necessary.

The State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student's level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.

Running records is an assessment tool which provides insight into a student's reading as the student reads from the book (real-time). A Running Record provides information on the following: a score of word reading accuracy, an analysis of a reader's errors and self-corrections; and an analysis of the reading strategies used.

Panorama surveys bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.

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

Yu Ming Charter School teachers and leadership team will inform families/guardians of the opportunities for supplemental instruction, support and the availability of these opportunities for their students using multiple platforms: via virtual Zoom meetings with families/guardian, parent meetings, Parent Advisory Committee, phone calls and correspondence mailed to households. All correspondence sent to families/guardians will be provided in English and translated to Spanish and Mandarin, as identified by our (primary) language survey and the “15% and above translation needs.”

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

Researchers from the Northwest Evaluation Association (NWEA), Texas A&M, John Hopkins University, University of Wisconsin Whitewater and Duke University estimate that students returning to school after COVID-19 closures may experience variance in academic skills, to areas examined and include: potential impact on pre-existing achievement gaps; and potential impact on typical grade-level skills and knowledge variances.

The study projects that learning loss related to COVID-19 school closures (remote learning) and students who lack learning opportunities at home, or who have already been performing lower than their peers will likely bear the brunt of the COVID-19 related learning losses. In other words, pre-existing achievement gaps will likely widen further and closing the gaps will be challenging. For English learners and low-performing students the study predicts students will experience a learning loss of 30-34% in reading; and 50% in mathematics. Left unchecked, it’s an academic setback that could derail the futures even of students who were previously on grade level and would be disastrous for students who were already behind.

Yu Ming Charter School will utilize ELO Grant funds to implement a learning recovery program in the 2021-22 school year that provides supplemental instruction, support for social-emotional well-being with services that will primarily focus on English Learners, Students with Disabilities, students performing below grade level, low-income and those most disengaged during remote instruction/learning.

Yu Ming Charter School has implemented a Multi-Tiered System of Supports (MTSS) to ensure the academic, social-emotional and behavioral needs of all students are identified and met. Yu Ming’s MTSS is a tiered framework that bases universal, targeted and intensive supports on students’ need for academic, social-emotional, and other integrated student supports. Supplemental instruction and supports will be provided to our students through engaging and robust learning experiences in an environment that supports a positive school climate.

Yu Ming will utilize ELO funds to extend instructional learning time with a series of intensive Summer School Programs to accelerate the learning experience for our students, led credentialed teachers with the support of Instructional Aides. The Summer Initiatives include: Summer Boost (K-2); IGNITE Literacy Summer Program (June 21 – August 6); and Extended School Year (ESY) for Students with Disabilities (June 28 – July 2 & July 12-30).

To further accelerate progress and close achievement gaps Yu Ming will implement and expand learning supports to include Instructional Aides in classrooms to provide Tier 2 support with small group and one-on-one instruction during the instructional day.

Yu Ming Charter School will continue to leverage its community partners and after-school program to provide preventative and responsive supports for our students and ensure their academic, and social-emotional needs are met.

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"> • Summer Boost Program for K-2 (July 12-23) • IGNITE: English K-2 Summer Program (June 21-August 6th) • Extended School Year (ESY) for SWD (June 28 – July 2 & July 12-30) 	\$71,686	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports <ul style="list-style-type: none"> • Instructional Aides (10) for 2021-22 school year 	\$246,159	
Integrated student supports to address other barriers to learning	\$	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$	
Additional academic services for students	\$	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$	
Total Funds to implement the Strategies	\$317,845	

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 are being coordinated with federal Elementary and Secondary School Emergency Relief Funds (ESSER II) funds to increase staffing, provide additional academic supports, purchase technology and provide our students with evidence-based interventions.

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.

California Department of Education
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